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**The Dissertation Committee for Adriana R. Garcia
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**DELIVERING VALUE THROUGH SOCIAL
NETWORKING:
CREATING LIFETIME LOYALTY IN YOUNG
ALUMNI**

**AN INTERACTIVE QUALITATIVE ANALYSIS OF THE UNDERGRADUATE
EXPERIENCE & USING SOCIAL MEDIA EXPERIENCE**

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EXPERIENCE & USING SOCIAL MEDIA EXPERIENCE

by

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Dedication

This dissertation is dedicated to my son, Steve R. Garcia III, who has been by my side throughout my studies- even in my long evening drives to and from Austin or my early morning drop offs on my way to early classes. I also dedicate this to my mom and dad, Petra and Valeriano Rocha, who have taught me the value of hard work and who have taught me to love unconditionally. And last but not least, to my God who has blessed me with the best life I could have ever asked for.

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The University of Texas at Austin, 2014

Supervisor: Minette Drumwright

Social networking has become integrated into every aspect of business that one can imagine and universities must take advantage of the phenomenon to build personal relationships with young alumni in an effort to build a lifetime of loyalty. This study addresses some issues that should be considered to build loyalty in young alumni, from the moment of their first arrival, rather than waiting until after they graduate to cultivate them. This study examines how alumni relations officers can help build relationships through social networks, and in-school interventions that will help creating lifetime loyalty among young alumni. Young alumni, who are more familiar with technology than older generations of alumni are a prime target audience that should be considered to study efficient and effective way for universities to get their messages out. Through an interactive qualitative analysis study, this research addresses the factors that keep alumni from wanting to hear about and be vested in their alma mater before they graduate and how they will communicate with the university after graduation.

This study explores the broad question, *Why do some students use alumni social media and some do not?* To answer the question, the researcher explores the phenomenon of The Undergraduate Experience and Using Social Media. Using Interactive Qualitative Analysis (IQA), this study identifies the elements that make up The Undergraduate Experience and The Using Social Media Experience. The study goes further by identifying how these elements relate in a system of influence. The study concludes with practical solutions for the engagement of alumni.

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CHAPTER 1: INTRODUCTION

The University Experience, Social Networking and Alumni Relations

The concept of social networking has become integrated into every day life. Organizations across the globe are using social networks to build personal relationships with clients in hopes of building loyalty. Colleges and universities are doing their part to learn about the phenomenon, as they try to figure out the best social networking site to connect with students (which can change over time) and how to build a social networking plan. However, universities must realize that an integral part of alumni engaging with the university is based on the experience that they had as students. This study explores the elements of the college experience and the elements of using social media and how they work together to create a positive or negative experience for students. This study explores how those elements relate to each other and can translate to a lifetime of positive alumni engagement after graduation.

Four Different Paths

Graduating from college is a much-anticipated day for students everywhere. But as in the case of any purchase of services, satisfaction with the service will determine whether a repeat purchase will be made. In the case of alumni, they may not necessarily return as a user of the product that the university offers; they certainly have the opportunity to look back—or not—on their experience and decide whether to engage or not engage in their alma mater's affairs long after they receive their degrees. Students at the same university can have dramatically different experiences. Below, we briefly examine the hypothetical experience of four different students. These stories are representative of those experienced by many students in college. The path one takes through college has a direct impact on alumni loyalty.

Never Looked Back

A student arrives at a bus stop at his university carrying one duffel bag worth of his life's belongings. He looks for signage to direct him to his new dormitory complex.

Irritated he cannot find any, he uses his smartphone to look up a university map. First, though, he tweets about being lost on campus. He accesses the university's website and learns that he missed the announcement about freshman orientation, which has already begun across campus. He finally makes it across campus, which is up a hill, but by that time, orientation had ended; he is unable to connect with any of his classmates in the same course of study. He makes his way to his dormitory. When he finds his room, it is messy and smelly, and he cannot believe it has not been cleaned for him. He complains and learns that it was cleaned, but his new roommate moved in a couple of days earlier because of practice schedules, which explains the awful smell. The rest of the year, he tries to keep his side of the room clean. He only comes home after long hours at the library because he wants to study in peace, away from the noise of half the soccer team crowding in the small dorm room with his roommate. Sometimes, he tries to turn in to bed early, but the laughter and loud conversations right outside his dorm room keep him awake. He moves to another dormitory once he becomes an upperclassman, but he does not see much of a difference, as the students at the school like to party. Since he is so concerned with his academics, his new roommates stop asking him to join them on their nights out, and he no longer has the possibility of a social life. His entertainment consists of watching network television on the small television in his room on the weekends, and the only relationship that he has built throughout his time at the university is with a disgruntled faculty member who continually stresses that he is retiring at the end of each semester. He has built such a wall of privacy for himself that hardly anybody knows his name, and he wonders if he even belongs at the university as a student. He prefers to work alone rather than in groups, and his academics suffer anytime he is a part of a group because he does not connect with his classmates. On graduation day, he slams the door of his dorm room shut and never looks back, happy to finally be out of the misery, which to him was even worse than high school.

Hated from the First Day

Imagine a student who lives alone a few miles from campus. He lives in a small one-bedroom apartment not owned by the university. He does not like to use social media because he likes his privacy and thinks that he can personally provide information and news to anyone who needs to know about his life. He communicates little with his classmates and never participates in university activities. He feels like an outcast because nobody dresses the way he does, and therefore, he has not established relationships at the university. He manages all aspects of his life with little help from anyone and does not make time for entertainment outside of his apartment. His entertainment consists of his Xbox, which he uses to connect with his best friend back home. His academic life is average. He is complacent with his life, but he cannot wait to graduate from college, which he has hated since the day he first set foot on campus.

Isolated from the Cliques

Another student, a transfer student, commutes to school. She tries desperately to communicate and interact with her classmates through social media and university activities. However, she has been unsuccessful at building relationships because she does not fit into any of the already-established cliques. She manages her life fairly well because she has plenty of time to think about her finances and life in general. She begins to make connections with work colleagues she meets away from the university, and she enjoys their company when she needs entertainment. This outside set of relationships she has built keeps her privacy intact, so others at the university will not learn about her life or how she feels about the university. She graduates happy that she will never have to deal with anyone from the university again.

Ready to Conquer the World

Imagine a student arriving at the university of her dreams. She is placed in the best dorm at the university, and she immediately feels a connection with her roommates, who begin to act as a support system for her. During her first year, she communicates

regularly with high school friends through social media, and she often receives news and information about her hometown through her friends' numerous posts. She increases her activity on social media as she builds new friendships because she uses it to plan weekend activities and fun outdoor excursions with her roommates. Through the course of her career, she meets the guy of her dreams and begins to date him in her junior year. Her relationships with her roommates, classmates, and professors continue to flourish while her romantic relationship with her boyfriend grows stronger. She has even established working relationships through an internship. A university alumnus who participates in alumni activities regularly and whom she really admires gave the internship to her. She is managing her life beautifully, and her social life has never been better because she is able to spend equal amounts of time on entertainment activities with all of her friends. Since she is a wonderful person with a perfect life, she has no privacy issues. Nobody violates her privacy since she respects all equally, and she shares all her secrets with her closest friends whom she completely trusts. All the while, she is spending the recommended hours of study time focusing on her classes, and her grades reflect her dedication, as she has had a 4.0 GPA throughout her academic career at the university. On graduation day, she drives off with the image of her alma mater in the rearview mirror. She is thankful for the opportunities that were afforded her while she was a student, and she is headed off to the big city for the job of her dreams, which she landed while networking at a university event a few months back. She arrives at her new job ready to conquer the world, thankful to the university for the relationships she built, as well as for preparing her both academically and socially to change the world. She vows to return to the university that gave her so much to help others have the same opportunities that she was given.

Four Paths Through the Same System

In each of the scenarios described, the university has the potential to influence the student's positive or negative feelings toward it with early intervention. The four paths are very different, and only one of them leads to a lifetime of loyalty to the university.

These four scenarios lead to an interesting question: what can universities do to turn student's negative perceptions into positive feelings, early on in the student's academic career? Students should be considered potential alumni the moment that they are accepted to the college or university and therefore should all be treated as potential life-long customers, beginning with their very first interactions and experiences as students.

The importance of this study serves to prevent more young alumni from disappearing into a black hole after graduation through a reflective account on the positive and negative memories that engage or drive them away after graduation.

Social Networking and Alumni Relations

Alumni relations officers are asking themselves how to bring together future alumni with recent alumni in the hope of an interactive exchange that stimulates positive outcomes beyond networking, as in the case of Brothers Christian University (BCU) in Memphis, TN. BCU is in the process of creating a “Life After College” seminar series, where recent graduates visit with seniors regarding a variety of topics, including paying off student loan debt; surviving the first 90 days of work; navigating the concept of different generations in the workplace; continuing their education; and even personal help questions such as how to secure housing. It is evident by bringing recent graduates and seniors together that practitioners are working in the context of the Social Exchange Theory, which acknowledges the need for interaction between two or more people and the exchanges that happen within a the social situation they are participating in. This particular seminar series is designed, according to the Alumni Relations office, to foster a relationship between seniors and the Alumni Association.

Alumni Loyalty

Alumni loyalty is critical to a university. Loyalty can lead to positive word-of-mouth, active participation in events, and ultimately, donations. Multi-million dollar donations and endowments from loyal alumni are helping universities through the current tough economic times, and this support should be taken into consideration by alumni offices, especially since cuts in state appropriations continue today. In Texas, legislators approved a \$217.3M total reduction in state appropriations to Texas universities during the 82nd Texas Legislature (Texas Higher Education Coordinating Board, 2011). Fundraising expert Lawrence Henze (2011), Managing Director of Target Analytics, reminds his clients that even through such times, fundraising should continue because charitable giving continues during a difficult economy. In the case of collegiate fundraising, it is imperative that colleges and universities continue their efforts.

In times of a down economy and looming budget cuts, it is essential for universities to work on building alumni loyalty more than ever. Alumni giving is considered the ultimate measurement of the esteem felt for an institution and creates favorable impressions among foundations and corporations that may provide grants to the institution (Shadoian, 1989). Such alumni support, in turn, shows foundations and corporations that if a university has influenced former students so much, it can do the same for others, and it helps make a strong case for the foundation or corporation to begin or continue funding the university and its students or activities. Research on alumni giving finds that institutions are indeed relying more on private support, as the percentage of money coming from state governments is decreasing (Weerts and Ronca, 2009). An example of this predicament is found in the University of Michigan's private support funding, which in 2007 equaled the state's appropriations (Strickland, 2008), leading the way for others to follow in the same footsteps.

Alumni Engagement

Engagement, communication, and relationship-building have long been vital to establishing a foundation for alumni loyalty and ultimately fundraising, but the forms that they take are changing. Weerts and Ronca (2009) found that at the University of Wisconsin-Madison (UW), "A key issue distinguishing between donors and non-donors during a lifetime or a single year relates to how and the extent to which an alum kept in touch with the university. Donors who made a gift to UW sometime in their life were likely to keep in touch through websites or an online alumni news service..." (p. 114-115). Alumni homecoming activities, networking events, and alumni print communication, such as newsletters and magazines, have been the traditional form of communication and engagement for alumni offices at universities across the country. However, technology has helped bring together people across the world, and it can be employed cheaply and in a timely manner. Social networking can help build those important alumni relationships immediately, and universities are beginning to see its net worth. With more and more people creating profile pages on social networking sites,

development officers are realizing that investing time into such sites will help them reach out to and connect with alumni who did not respond to traditional methods of communication.

It is important for alumni offices to consider what communication methods their alumni are using and prefer to use. Specific groups who are accustomed to mailings might still appreciate receiving communication by mail, but for the younger alumni, direct mailing might not be as effective because of its delay in communicating messages. For other alumni groups, email might be the best way to communicate, though email has its drawbacks, too. As Mari Megias, Assistant Director of Communications at the Office of Alumni Relations and Resource Development at the Harvard Kennedy School points out, email can easily lead to too much information for the reader:

Is anyone aware of research that indicates how many email communications to alumni are too many? How many do you send out per month (either to all alums or specific segments)? How many of these are direct appeals? If I'm an alum, how many emails per month will start to drive me crazy? (CASE Alumni List Serve, July 2011)

In other words, unsolicited email can lead to an alumnus becoming overwhelmed and unsubscribing from the service.

Social Networking

Social networking continues to grow, and in fact, it is now the preferred method of communication among younger generations. A 2010 report by the Pew Research Center found that 72% of 18-29 year olds use social networking websites, which is nearly identical to the rate among teens, and significantly higher than the 39% of Internet users ages 30 and up who use these sites. Whether it is finding out all the highlights of a football game or looking at pictures of the class reunion, alumni can use this method to keep in touch with their alma mater, and with the click of a few links and buttons, begin building a relationship with it different from the one they had with it while in school. The

Millennial generation is particularly fond of this type of instant information that is always at their fingertips.

Universities can also take advantage of the cost-savings with social networking, which can be a low-cost or free means of communication. In their research on marketing to alumni, Moore and McLaughlin (2007) conclude that the Internet has allowed institutions to communicate with their stakeholders at almost no cost, and Pearson (1999) of Stanford University reinforces that online communication can benefit groups with limited marketing budgets. In a recent article in the *Chronicle of Philanthropy*, Panepento (2009) points out that the low cost of social media provides an incentive to use it since it virtually eliminates the cost of direct mailings or other promotional materials. Universities no longer have to spend thousands of dollars to print and mail an alumni magazine; instead, they can make electronic versions available for all alumni to download (except, of course, those who opt to continue receiving a print edition) and even promote that magazine through social network pages. Universities can also create magazines that combine the best of both worlds. For instance, The University of the Incarnate Word in San Antonio, Texas, entices its alumni to go online and read expanded versions of the stories in the print edition of their alumni magazine, “The Word.”

Although an entire alumni magazine cannot be sent through one message due to size limitations (and alumni officers certainly do not want to clog email accounts), it is easy for an alumni office to highlight bits and pieces of one particular story through small teasers that link to the full story on the university’s website. In addition to saving on printing and postage costs, universities will also be more environmentally friendly by offering online versions of magazines, which also projects a positive image of the university.

Social networking is both an efficient and effective way for universities to send their messages out. The instant communication that social networking provides can help

universities share “breaking news” with their alumni instantly. For example, if a beloved science professor receives an award or an esteemed member in the community passes away, these sites can be helpful in communicating that information instantly, no matter how far alumni roam. Rather than publishing alumni news in the traditional “Class Notes” section of the alumni magazine next month or next quarter, universities can take advantage of social networking to share news about alumni promotions and career changes instantly, highlighting alumni success immediately and creating a sense of pride among fellow alumni.

Although universities are trying to update their current practices by reaching out to alumni through social media, it is important to consider how productive their efforts really are. To understand how productive a social networking site is in creating loyalty, one needs to first understand how young alumni are using their universities’ alumni social networking sites. It is also important to learn what types of social networking sites and resources on these sites are most effective in reaching young alumni. After all, to be successful at fundraising, universities must commit to a long-term investment in cultivating positive relationships with individuals (Tsao & Coll, 2005). In fact, in a study on university websites and online news, Weerts and Ronca (2009) found that lifetime gifts of alumni at the University of Wisconsin-Madison who kept in contact with their university through online news services were higher than those who were least likely to keep in touch. The purpose of this study is to investigate the role of social media in building lifetime loyalty among young alumni.

About This Study

This study explores the broad question, *Why do some students use alumni social media and some do not?* To answer the question, the researcher explores the phenomenon of two combined systems, The Undergraduate Experience and Using Social Media. Using Interactive Qualitative Analysis (IQA), this study identifies the elements that make up The Undergraduate Experience and The Using Social Media Experience. Research Question #1 is: “What are the elements that make up the Undergraduate Experience and Using Social Media?”. Further, this study identifies how these elements relate in a system of influence, leading to Research Question #2: How do these elements relate in a system of influence?” Focus Groups were used to identify the elements and Interviews utilized to provide rich stories about each element and how they relate to each other. The study concludes with practical solutions for the engagement of alumni.

Chapter 2 provides a theoretical framework on Social Networking, Alumni Relations and Loyalty.

Chapter 3 outlines the Interactive Qualitative Analysis methodology used to conduct the study. A detailed description of the IQA process, written by Northcutt and McCoy, the developers of the process, is presented in Appendix A.

Chapter 4 presents an analysis narrative from the perspective of the participants interviewed, using the IQA methodology. The description of each affinity is free of commentary and interpretation by the researcher. This chapter is designed to tell the story in the participant’s own words. In Chapter 4, the student’s voices are heard. Chapter 4 addresses the two research questions of this study from the point of view of students who have lived the undergraduate experience and use social media. In the first part of the chapter, a composite analysis is used to tell the story of the group as a whole to answer research question #1: *What are the elements that make up The Undergraduate Experience and Using Social Media?* The second half of the chapter provides a composite analysis,

which is used to tell the story of the group as a whole to answer research question #2: *How do these elements relate in a system of influence?* The students' combined stories are shown to give the reader an idea of the range of meaning for each affinity and sub-affinity. Chapter 4 allows the reader to draw meaning from the students.

Chapter 5 examines, through the researcher's interpretation, the meaning of each affinity and how it all comes together in a system. This chapter introduces ways to examine the system and provide insight and solutions into common problems, all with the final goal of identifying how to have a positive outcome in the system. Chapter 5 begins with a look at The Undergraduate Experience and The Social Media Experience systems independently to help understand how each system works. Each affinity is defined and described in depth and how they work to form a system. Next, the reader is taken on a tour of the system, explaining where the elements of the system lay and how the relationships between them work. Feedback loops are identified, named and examined individually. After presenting the two individual systems, the researcher introduces The Undergraduate Experience and Using Social Media system, which combines the two individual systems. The Undergraduate Experience and Using Social Media system is the primary system to be examined in this study. In the Exercising the System section, the researcher describes hypothetical scenarios that predict outcomes that may result from certain conditions, as well as describes what must occur to achieve a desired outcome. Finally, Predictions, Interventions, and Practical Implications are examined to provide solutions to identified problems.

Appendix B & C present the raw data used to identify the elements and relationships.

CHAPTER 2: THEORETICAL BACKGROUND

In the following section, constructs relevant to building loyalty among Millennials in social media will be reviewed. The relevant theories that will be examined include Social Exchange, Social Identity, Group Identification, Virtual Group Identification, and Uses and Gratifications. Before reviewing the theories, the constructs of customer loyalty and relationship building will be examined.

Loyalty

Customer Loyalty

In their research on customer relationship marketing, Malthouse and Mulhern (2007) propose two ways of thinking about customer loyalty: in terms of customers' attitudes (do they have positive, favorable attitudes toward the product) and in terms of their behaviors (will they purchase the product again or refer someone else). Both are important in that if someone has a favorable attitude toward a product, they will use positive language to spread the product by word-of-mouth to others, which may influence others to purchase the product. The authors explain that customer loyalty is in essence the same as brand loyalty (when customers continue to buy the same brand because they believe that they are getting the best value for their investment); they are basically interchangeable concepts, and their use differs only by industry. The authors state that customer loyalty is applied more often in service industries, including higher education. One behavior of customer loyalty that the authors mention in their study is that of positive word of mouth. The authors also write that loyalty and customer value for the alumni for the university both revolve around the idea of relationships over time and can be measured in terms of past and future value.

In their research, Hassay and Pelaza (2009) explore how customer loyalty has been exploited for years by for-profit businesses and argue that nonprofits should do the same. Likewise, in his book on how to turn one-time customers into lifetime customers, Sewell (2002) encourages others not to "reinvent the wheel," but rather borrow ideas

from wherever they can because it is quicker and easier to adapt existing ideas. As such, universities should draw on research on customer loyalty from the commercial sector.

Business research has demonstrated that online activities can be used to create loyalty. For example, Lin, Chiu, and Tsai (2008) link online communities to customer loyalty in their research on online gamers. In their study, the researchers found that both satisfaction and commitment positively influence loyalty. By increasing interactive behavior between gamers, using incentives, and enhancing game features, game creators can positively influence the gamers' satisfaction and commitment. As another example, Methlie and Nyseveen (1999), through their research on online bank customers, found that increasing customer satisfaction is the best way to gain loyal customers. Their study goes on to demonstrate that a focus on the customer's needs and satisfaction is essential. This satisfaction can be achieved by providing personal attention and added value, such as organized discussion groups and constant communication by email, all of which can be easily facilitated in social networking environments. In fact, the authors conclude that as a causal relationship, customer satisfaction is a stronger determinant of loyalty than brand reputation (Methlie and Nyseveen, 1999). This loyalty translates to customers returning to buy and praising the company by word-of-mouth; for the university, the customer is the alumni, who can provide benefits to the university in the future.

Alumni Loyalty

Diplomas from different universities are an office staple, and when an employee walks into a coworker's office and sees a familiar diploma, that employee will typically feel a sense of pride and a desire to treat the coworker as family. The university provides common ground, enabling them to build a stronger work relationship more quickly. Healy (2007) describes the concept of alumni loyalty to a school well; Healy writes that loyalty develops over time and through a shared history:

Loyalty does not arise in the abstract: it arises as a result of a relationship to a particular other. Loyalty has to have some object—one has to be loyal

to something or someone. To be loyal is more than merely having an attachment: it requires a particular attitude. Loyalty requires an attitude of affection enabling one to put the needs or wants of another above one's own. We do not just adopt projects, causes and persons to be loyal to at random; we are generally loyal for reasons or at least as a result of particular histories. We are usually loyal when by being so we in some way benefit or we deem the cause to be valuable. Loyalty denotes how we stand to one another within an intricate web of relationships (p. 745-746).

Spaeth and Greeley (1970) found that "a person's own experiences during college will affect his loyalty to his alma mater. His evaluation of these experiences will depend on how well college met his needs," (p. 2). This research examines how satisfaction with one's undergraduate experience relates to the likelihood of making a financial donation to the institution. According to the findings, the more satisfied one is with his/her undergraduate experience, the more likely he or she will be to make a financial donation. Spaeth and Greeley's findings also show that the university must realize that students will eventually become alumni and should cultivate them throughout their attendance, keeping them satisfied and thus creating life-long commitments and loyalty to the university. In addition, the authors suggest that the process involves the entire community, not just the Development Office. Overall, Spaeth and Greeley (1970) suggest that higher education must focus on connecting and involving students within the institution, because after all, it is the degree of satisfaction that has the highest impact on giving from future alumni.

Alumni must feel connected or loyal to their alma maters, and initially, this relationship is formed during an individual's time as a student, (Stutler & Calvario, 1996). Consequently, if alumni feel that the university did not do a good job of preparing them for their personal future, they will be less interested in referring other students to attend the university. After all, why would someone who had a bad experience with a service recommend that an acquaintance invest their money in it if they knew it did not provide the quality of service that they expected? Colleges and universities must be careful not to rely only on alumni's experience when they were students, though, because as Cabrera,

Weerts, and Zulick (2005) caution, this experience is not enough to prompt financial support from alumni.

The concept of loyalty is an important concept in a study of social networking sites. Using social networking to connect to young alumni can lead to “customer” loyalty to the university. That connection not only helps cultivate relationships with alumni; it can also influence how alumni speak of the university (positive word of mouth) and encourage future action, such as participating in university events or making donations. In order to obtain loyalty though, alumni must be satisfied throughout their time at the university.

Customer Satisfaction and Building a Lifetime Customer

Alumni satisfaction should begin when a student enters the university for the first time and continue throughout a lifetime. In a 2007 article, Malthouse and Mulhern discuss their research on what they label “Customer Long-Term Value (CLV),” relating it to what is more commonly referred to as “Lifetime Customer.” Lifetime customers will return to purchase a service/product and refer others over the entire course of their lifetime. They go on to say that behavioral loyalty and CLV should be measured over time. To suitably measure CLV, businesses must use an integrated approach in which all key customer satisfaction metrics, such as repeat purchases or referrals, are measured in the same time period through surveys and other methods of collecting customer feedback (Malthouse & Mulhern, 2007). This research justifies the need to study a specific generation of alumni—in this case, young alumni—rather than looking at alumni as a whole; the needs of individual groups are different, and therefore, therefore, they may require different kinds of communication and messages. They also find that it would be better to work with groups with similar needs, whose needs can be identified by researching common behaviors (Malthouse & Mulhern, 2007).

Service companies like Bank One, Xerox, and Taco Bell have been examining customer satisfaction for many years because they know that a satisfied customer will bring other customers with them. Heskett, Jones, Loveman, Sasser, and Schlesinger (1994) explain that the link between such loyal customers is a relationship which relates directly to profit. The depth of the relationship of a customer with Bank One, for instance, is measured by how many financial services offered by the bank are actually being used by the customer; anytime a customer uses a service, such as withdrawing money from a checking account, applying for a loan, or making a safe deposit, that use indicates a growth of the relationship between the bank and customer. Likewise, Taco Bell measures what they call the “share of stomach,” (Heskett et al., 1994), which measures the company’s sales against all other food purchases that a customer can potentially make.

Jones and Sasser (1995) tell of Xerox Corporation’s interest in measuring customer satisfaction because of their strong belief that it would lead to loyalty (repurchase of Xerox products): “High-quality products and associated services designed to meet customer needs will create high levels of customer satisfaction. This high level of satisfaction will lead to greatly increased customer loyalty,” (p. 91). They add to their work on customer satisfaction by saying: “... the company that will survive and flourish over the long term is the one that continually works to understand the relationship between satisfaction and loyalty for each of its customers...” (p. 99). In other words, the leaders of Xerox believe that satisfying the customer should be the ultimate goal, as that satisfaction is the best way to achieve customer loyalty, and businesses should strive to understand how best to provide that satisfaction.

Heskett et al. (1994) also contend that companies should see referrals as a reflection of how strong the relationship is between the company and the satisfied customer and how that relationship can lead to an increase in profit (or in the university’s case, more students). Similarly, Buttle, Ahmad, and Aldlaigan (2002) found that building

life-time relationships is a needed strategy to secure high-potential customers: “Customers having high life-time value potential are among the most strategically significant. They are the partners, advocates and patrons who not only buy more, but also influence others’ behaviors with positive word-of-mouth,” (p. 5). Loyal customers are some of the biggest assets a company has for bringing in new customers.

Alumni should also be treated as high-potential customers, and universities should put focus on the value they provide over their lifetimes. As an example, Hollins University in Roanoke, VA, recognizes the need for referrals from satisfied customers (their alumni). In their welcoming letter to new alumni, they offer an incentive for referrals, and it reinforces how much of a difference a referral can make:

One of the most important ways you can help your alma mater is by referring new students to Hollins. Please help us spread the word and recruit new students to take advantage of the many opportunities Hollins provides for young women. Recent graduates are often our best ambassadors for prospective students as you are eminently qualified to explain the many advantages of a Hollins education. If you talk with a prospective student, please complete our online referral form at www.hollins.edu/alumnae. If she enrolls, she will receive a \$500 Alumnae Recognition Scholarship in your name. (CASE Alumni List Serve, April 2009)

Obviously, the university recognizes the importance of positive referrals in bringing in new students. In their research on alumni relationships, Palmer and Koenig-Lewis (2008) build on the fact that alumni should be treated as lifelong customers. Most importantly, they point out that schools and studies of how loyal students are tend to concentrate their efforts on students only while they are in school and do not take the time to explore retention of students as “customers” when they become alumni (Palmer and Koenig-Lewis 2008). They continue the argument by saying, “This is a significant omission, because it can be argued that an individual's future behavior is influenced by his or her attitude at the time of repurchase/recommendation rather than that which prevails immediately following or during consumption of a service” (p. 67). In the case of

alumni, universities will typically continue connecting with them throughout their lifetime.

One positive example of how universities can create loyal alumni is Stanford University. It has successfully increased alumni giving from undergraduates in the last decade by establishing a position in their alumni office to conduct research of their alumni as consumers. One of the university's alumni experts began to look at alumni as lifelong customers and at how relationships affected the decision for alumni to support or not support the university. Pearson's (1999) research found that the relationship that Stanford alumni had with the university in fact played a major role in their gift-making decision: "...the decision to give is like a purchase decision: just as a consumer makes an active decision to buy a product for specific reasons, so too does the consumer make an active decision not to buy a different product for specific reasons (even if those reasons are emotional or based on misperceptions)" (p. 7). One objective of this study was to discover those reasons that alumni were not giving so that they could be addressed. After such reasons were discovered and the problems addressed, the undergraduate alumni participation rate at Stanford rose from 25 percent in 1993 to 34 percent in 1997 (Pearson, 1999). Part of what Stanford used to address the problem was building better relationships with their alumni.

Relationship Building

The market research done at Stanford found a great significance in relationship building and found that "...alumni are more likely to be donors if they are very satisfied with their student experiences, if they are involved and engaged as alumni with the university, and if they are kept informed about what is happening at Stanford. Simply put, the stronger the relationship, the more likely they are to be donors" (Pearson, 1999, p. 7). A key finding in the research was a correlation between initial satisfaction with the university and engagement as alumni:

...alumni who are most satisfied with their student experience are the most likely to remain engaged with the university; alumni who are most engaged are the most likely to read communications from the university; and those alumni who are most informed about the university are the most likely to remain engaged (p. 7).

Additionally, individuals must not only have the ability to donate (be financially able to donate), but must feel compelled or have the desire to give, through a connection or loyalty to the institution. Coupled with the feeling that they are personally making a difference, the connectedness approach should resonate well among young alumni. "When personal relevance is high, participants typically process information carefully, and their attitudes are typically more influenced..." (Claypool, Mackie, Garcia-Marques,, McIntosh, & Udall, 2004, p. 314). The donor-institution relationship is complicated even further by independent self-interest (Belfield & Beney, 2000). Darke and Chaiken's (2005) study on persuasion found that persuasion may be biased through this self-interest. For example, one donor might be looking to contribute one time for a tax deduction, but another might be interested in finding a cure for a particular disease and so, wants to donate to students researching that disease.

Sargeant (1999) writes about how donors need to have a relationship with the entity that they are supporting or at least need to donate to a cause that reminds them of themselves or of how they want to be. He adds that a donor's past experience with the

entity will determine his or her willingness to give and/or participate. Further justifying the impact of personal relevance, Tsao and Coll (2005) found three primary factors that influenced how involved alumni became after university: how the student believed their time at college influenced their life; how often they communicated with the university during and after their time at school; and how high the student ranked the quality of the school. Each of these variables were directly proportionate to how involved the student was as an alumni.

In another study, Diamond and Kashyap (1997) present survey data merged with contribution records from a development office database that sampled alumni through mailed questionnaires. Measurements were based on social psychological constructs from literature on pro-social behavior, including an individual's attachment to the university. The results predicted the intentions of alumni to support the university by working for an alumni association or attending reunions. It also led to recommendations for designing university fundraising communications for alumni who were attached to the university, (Diamond & Kashyap, 1997). Such active participation is already the focus at some universities, and those who have not caught on are falling behind because development officers cultivate alumni donors by engaging them in increasing levels of activity, thus helping them build meaningful relationships. In turn, these alumni increase their commitment to the institution (Weerts and Ronca, 2008).

Hasssay and Peloza (2009) write that the benefits that accrue from loyal customers are worth the effort, and they support working hard at building closer relationships with loyal customers. In their work, they developed a typology of Charity Support Behavior (CSB) in reference to high and low involvement forms of support, from easy things to do, such as making a contribution by writing a check (commonly motivated by external reasons like tax benefits), to those things that require greater effort, like volunteering for activities. High involvement activities, their research shows, are more likely to establish social bonds between supporters, the charity, and non-supporters that lead to a heightened sense of moral responsibility to others in the community

(Hassay and Peloza, 2009). For example, if the local grocer employs graduates from a local university and sees how much the graduates care about giving back to their school, they may also consider making an investment in that university. This type of network helps to form brand communities, which in turn benefits the university.

Brand Communities

Each online alumni community is part of a larger “brand community.” The concept of brand community was introduced by Muniz and O’Guinn (2001), who wrote “a brand community is a specialized, non-geographically bound community, based on a structured set of social relationships among admirers of the brand” (p. 412). In the university’s case, the university itself would serve as the brand; alumni would serve as admirers of the brand since they have an emotional connection with the university.

In order for customers (or in this case alumni) to become loyal, an effort to build relationships with them must be undertaken. No matter how geographically dispersed they are, social networking can help close the geographical gap. Online, it is easier to create and sustain relationships, including alumni to alumni, current student to alumni, faculty/administration to alumni, and finally, the alumni relationship with the university itself. Muniz and O’Guinn (2001) describe a brand community as any community with shared rituals and traditions and a sense of moral responsibility to one another. Members of brand communities help one another out in their time of need, whether it is finding a spare part for a Macintosh computer that they have in common or stopping on the road to help someone that is stranded only because they share a common brand of car, as in the case of Saab owners interviewed in Muniz and O’Guinn’s study (2001). Additionally, the idea that alumni would more likely to help one another (and those soon-to-be-alumni) is reaffirmed by Colaizzi, Williams, and Kayson (1984), who assert that people usually help those that they perceive as being similar to themselves.

With videos of products going viral these days, online communities play a vital role in keeping the product at the top of the consumer's mind. Like-minded individuals can share their thoughts on products with others in their circle of trust instantly online. In their research, Woisetschlager, Hartleb, and Blut (2008) found that the more satisfaction community members feel with one another online, the more they will want to keep the community alive by interaction with others. Of course, knowing that online communities can encourage customer loyalty and figuring out what works best to engage customers are two different things, and it involves knowing what your customers want.

Uses and Gratifications in Social Media

Stanford University market research found that "... to provide online services and resources that alumni will find meaningful and actually use, it is necessary to first understand the underlying benefits they want—and then design the features that best deliver those benefits," (Pearson, 1999, p. 13). In focus group research of online usage conducted at Stanford before social networking sites exploded, Pearson found that the underlying benefits that alumni wanted to see were in essence the same as what other alumni groups were looking for: connectedness with other alumni and the university; awareness; access to university resources, jobs, and career networking; and continuing education. In essence, Pearson was researching how social networking was being used and why, which are some of the questions that the Uses and Gratifications Theory addresses. In 1959, Katz developed the Uses and Gratifications Theory (UGT), which he simply described as a study on media: what people do with it and how they use it. Since then, researchers have used UGT to look at how people use media, and they have applied it to various new media vehicles such as social networking websites (Severin & Tankard, 1997).

UGT has been used for many years to research media such as radio, soap operas, and even email, but it lends itself perfectly to research on new technology such as social networking sites. The concept of using social networking sites is a fairly new concept for

practitioners, and they seek to understand what will help make their online efforts successful:

Since one of the strengths of the Internet is its “interactivity,” the uses and gratifications perspective, which contains “audience activity” as its core concept, is currently regarded as one of the most effective conceptual basis to study this medium. As a result, many researchers have offered this perspective in order to understand why people use the Internet and the number of gratifications derived from its use (Siraj, 2007, p. 403).

Such a theory is imperative to consider in this research because social networking is interactive and really engages the user. Alumni can go online to learn what classmates and professors are doing or to network about jobs that they may need to fill or can possibly fill themselves. Nonetheless, the interactivity of social networking and the ease of accessibility serve as a perfect setting for the application of UGT. As Katz, Blumler, and Gurevitch state (1974), “the uses and gratifications approach highlights the audience as a source of challenge to producers to cater more richly to the multiplicity of requirements and roles that it has disclosed” (p. 521). As such, UGT is important to use in a study on alumni and their use of social networking because all users are unique and might not be looking for the same thing. Interactivity and engagement would help alumni offices across the country to be able to target their intended audience more accurately.

Online communication as a whole makes it easy to track what services people are using online, making it easier for alumni offices to understand which services are offering the most value to their alumni. As Siraj (2007) points out, “gratifications, simply stated, are rewards or satisfactions obtained by the individual. The theory relies on the belief that the audience is not merely a group of passive media consumers, but they play an active role,” (Siraj, 2007). This theory is especially helpful in the days of computer tracking, as users work to activate rewards. Since communication online is easily traceable and content is observable, recorded, and copied, (Ruggiero, 2000) it would be beneficial for a study like this one to focus on the needs and uses of alumni who access social networking sites.

A study of first-year college students conducted by Raacke and Raacke (2008) regarding uses and gratifications of the social networking sites MySpace and Facebook found that it was not very common for individuals to use the social networking sites to learn about events or to post social functions. They did find that users are still using the sites as a source of information: “With so many college students using these friend-networking sites and spending a significant amount of their time on them, users must be meeting personal and social needs from these sites,” (Raacke & Raacke, 2008, p. 173). Raacke and Raacke (2010), in a further study, examined what first-year college students look for in a social networking site. Users reported that having friend networking sites allowed them to keep in touch with both old and new friends and to locate old friends in a fast and easy way. They also found that making connections with others (making new friends) and feeling connected in general were some of the major reasons that this group uses social networking sites. It is plausible, even likely, that young alumni use social networking in similar ways.

Individuals are also using media to positively supplement their perception of social groups and/or to justify their affiliation or like for certain groups (Harwood, 1999). As Goldsborough (2010) states, “people online, as elsewhere, are looking to have their needs and desires met. The best way a website can succeed is to help users succeed in finding what they are after,” (p. 17). Building networks of peers with whom alumni can continue to identify with after graduation will help serve as a place for graduates to join with others who share their alma mater’s traditions and reach out to those who may be in the same situation that they are. Such situations include getting ready to find a job or needing advice on how to and/or where to find a job to use their newly completed college education. Since social networking sites do not have geographical boundaries, Raacke and Raacke (2008) found that these sites can be used to create this type of group, as “social networking sites are virtual places that cater to a specific population in which people of similar interests gather to communicate, share, and discuss ideas” (p. 169).

Further, addressing such needs through social networking sites built especially with a specific audience in mind (young alumni in this case) can help address similar needs, thus giving way to an even deeper connection of the student with his alma mater. For example, for Generation Y, volunteering has been a part of their lives as much as technology, and altruistic appeals for volunteering are often successful (Burns, Reid, Toncar, Anderson, & Wells, 2008). The act of helping others is what gets this generation most motivated, and connecting with their alma mater to see what it is they can do to help others succeed is a great way to offer the instant gratification Millennials seek, because as Yebury (2010) points out, social relationships are important in creating a sense of self in Generation Y.

To further justify use of this theory in social networking research, Siraj (2007) writes, “Since one of the strengths of the Internet is ‘interactivity,’ the uses and gratifications perspective, which contains ‘audience activity’ as its core concept, is currently regarded as one of the most effective conceptual basis to study this medium” (p. 403). A study by Ingram, Haynes, Davidson-Shivers, and Irvin (2005) that tracked alumni found that 83% of alumni chose email as the best way to contact them, indicated a 61% preference for web-based newsletters, and suggested that universities provide information on resources such as continuing education, workshops, and job opportunities as a part of the way they reach out to alumni. One participant suggested that universities include a database of alums and a website where they can connect with each other to share experiences and ideas or even to recruit talent. In their research on permission-based email communication, Moore and McLaughlin (2007) suggest creating interactive qualities in email with links. Because broadcasts of notable events or web casts of known landmarks can make alumni feel more involved, and this sense of touching their alma mater from a distance promotes positive feedback and continued communication with the institution.

Haridakis and Whitmore (2006) paint an elegant picture of UGT in a piece applauding the efforts of world-renown UGT scholar Alan M. Rubin. In their work,

Haridakis and Whitmore (2006) help further validate the need to consider the UGT theory in this study because according to the researchers, Rubin's pioneering studies on UGT "remain as benchmarks for scholars seeking to understand electronic media and how engaged audiences relate to its content" (p. 772). Rubin's research includes a vast collection of studies on Internet research and motivations for use of such media. In fact, in a recent collaborative piece, Rubin and his colleagues suggest that future directions for research should include investing in research on involvement within a specific function of the Internet, such as emails, instant messaging, or in this case, social media (Sun, Rubin & Haridakis, 2008). Further, Papacharissi and Rubin (2000) explain how communication through electronic media creates a sociocultural network where people can fulfill both their informational and their interactive needs by accessing it, and a study like this one could determine if young alumni are using the medium to fulfill either or both needs.

Such an interface platform already exists in social networking sites such as Facebook. In fact, Wise and Park (2010) find that, "Much of the research on Facebook invokes a uses and gratifications perspective of media effects in which participants are asked to retrospectively infer the antecedents and consequences of Facebook use" (p. 1), which further justifies use of this theory in its application to social networking. Other theories that could be applied to social networking include social exchange and social identity theories, explored below.

Social Exchange/Social Identity Theories

Young alumni need to have a common place to come together and share their recent experiences and support one another in the next step of their lives. Social Exchange Theory and its effects on social networking alumni sites are considered here because, according to the literature, two properties of social exchange are self-interest and interdependence (Lawler & Thye, 1999). In other words, in order for interdependence to exist, self-interest must be a part of the exchange. The Social Exchange Theory assumes that self-interested people will interact and exchange with

other self-interested people to accomplish goals that they might not be able to accomplish alone, without a network of supportive and encouraging exchange (Lawler & Thye, 1999). What this theory suggests, then, is that in an exchange between two people (or a person and the institution in this case), each side feels a responsibility to be mutually beneficial to one another (Lawler & Thye, 1999). Further, individual and collective group needs must be taken into account in social exchanges because they must satisfy both the individual and group values, beliefs, and interests (Makoba, 1993).

Another closely related social theory referenced in much of the research on groups is the Social Identity Theory (SIT), which posits that “a substantial part of the self-concept is derived from our group memberships (our ingroups)” (Tarrant, 2002, p. 111). The most popular definition for SIT is described by Tajfel (1978): “that part of an individual’s self-concept which derives from his [or her] knowledge of his [or her] membership of a social group (or groups) together with the value and emotional significance attached to that membership” (p. 63). SIT lends itself perfectly to the discussion of alumni social networking sites because one can only gain “membership” into the community if he or she has been a part of it, i.e., graduated from or attended the university. In his research, Brown describes SIT as a theory of group differentiation in which members consider themselves different from and sometimes better than others (2000). A university example of this would be alumni intrastate rivalries, such as those between the University of Texas at Austin Longhorns and Texas A&M University Aggies.

Additionally, in their research on social networking and identity in online forums, Goodings, Locke, and Brown (2007) suggest the study of online/virtual communities “as particular instances of mediated communities” (p. 466). They recommend focusing on how the community creates a shared sense of belonging with respect to a real or imagined social space with which community members have some shared history. They conclude their work by reminding us that “all communities are faced with the task of constructing a relationship to place, which effectively mediates the social relations of community

members,” (Goodings et al., 2007, p. 475), a quote that leads to the closely related topic of group identification.

Scott (2007) explains that through communication with others, people express their “belongingness” (or lack of belonging) in groups and that research on communication in organization identification research is much needed. Scott also explains that such research is underdeveloped, considering the interactive nature of groups and organizations.

Group Identification

Group identification, long a theory researched in group dynamics, explores what an individual needs from a group and how a group can serve to fill that need. According to Lau (1989), if people are motivated to belong to a group for the reinforcements that come from membership in that group, they will be motivated to conform to the norms of that group to maintain (or establish) group membership.

In online communities, the same holds true in regards to group identity. In Yu and Young’s (2008) study of teachers in virtual groups, the authors found that among the seven identity categories that characterize group identities, alliance and kinship are the main forces justifying the creation of a virtual group, while affection, attachment, bonding, closeness, and nostalgia show some minimal effects. This research shows that alumni social networking sites can eventually build alliances and kinship that may one day lead to a contribution of time and/or money for the university because the alumni identify themselves as one group. Nandan’s (2005) research on successful online brand management also addresses the opportunity that online communication can have on an online community, adding that the Internet facilitates community building and therefore, needs to be encouraged.

Additionally, although creating virtual communities might sound like an easy task, the communication vehicle “has to be designed for a targeted customer segment, which means that the content of the site has to match the preferences of its targeted customer group (Gommans, Krishnan, & Scheffold 2001, p. 51). Thereafter, these communities with more than one thing in common will help develop into a “club” with a feeling of exclusivity and more e-loyalty, similar to the ones Gommans et al. (2001) describe; in clubs such as “Volkswagen Owners Association” and the “Mickey Mouse Club,” the brand is clearly the connecting force between the members and the easy accessibility of online communication fosters the bond:

In these types of traditional consumer brand organizations, communications about the brand and the relationship are managed by the marketer. In contrast, the “online community” has the unique advantage of peer-to-peer brand related communications as well as the unique 24/7 (24-hour/7-day a week) access and global reach of the Internet (p. 47).

In their study to examine the major determinants of online community effectiveness, Lin and Lee (2006) explore how system quality, information quality, and service quality affect user satisfaction and behavioral intention, which lead to member loyalty in online communities. The researchers find that online communities must be well-organized and provide prompt service to attract more members’ participation. To complement their research, Masoodian (2001) reiterates that online activities vary from person to person and collecting information on use is invaluable to alumni offices because they can easily learn if alumni are satisfied and how to satisfy them if they are not. Additionally, Lin and Lee (2006) suggest that improvements in information quality and service quality are necessary to attract and retain members in online communities, and they suggest that this quality can be achieved by providing personalized functions for particular members, thus proving the need to invest time on a social networking site relevant to young alumni. In recent years, young alumni have consisted mainly of Generation Y, so the qualities of this generation need to be taken into account.

Gen Y (The Millennials)

Although a number of universities have begun social networking sites, they must learn about each generation's technological acculturation levels and choice in communication methods before taking everyone online. Of particular relevance to this study is the literature on younger generations, in particular, members of Generation Y (the Millennials), who have grown up with technology as a necessity rather than a novelty, like the pen and paper were to older generations. McAlister (2009) explains the centrality of online media to Generation X: "These are students who have never known life without the Internet. Cell phones are readily available and do much more than serve as a verbal communication tool. Text messaging and online social sites are the choice means of communication" (p. 13). To further elaborate, Krohn's (2004) study of nonverbal communication now includes technology, something not previously considered a part of nonverbal communication in past decades: "... computerized communication ... is second nature to Millennials who rely upon e-mail and electronic communication to a maximum degree," (p. 326). This type of nonverbal communication can be best thought of in the use of emoticons, the smiley faces created by using a combination of keyboard symbols. Nonverbal communication can also be observed in the sharing of links and pictures that symbolize a state of mind because the "learning styles of these generations are more active and visual rather than verbal," (Arhin & Johnson-Mallard, 2003, p. 121).

McClellan's research reminds us that bridging the generational gap is imperative because not only does this generation outnumber the Boomers and Generation X, but they are "...achievers, team players, and institution builders" who set high standards and are great at multi-tasking, in part because of technology (McClellan, 2008, p. 259). As Van Horn (2006) states, "Millennials have different values and different social structures, and they not only use technology, they embrace it" (p. 727). The ease of online research has helped this generation literally explore the world through the Internet.

Generation Y is the most racially diverse generation in our history, and it is essential to understand how they form opinions about institutions and about others. Lower (2008) points out that members of this generation is not as easily impressed by other people, even people older than they, though they still show a level of respect. They are progressive thinkers; they embrace change and are constantly looking to challenge themselves, whether it means learning the latest technology or trying to change the world.

The Millennials were also raised in an era where giving (either of time or of money) has been encouraged throughout their lives through service-learning opportunities and activities that they have been encouraged to volunteer for:

By all accounts, the current generation of college students wants to make a difference. These young people have grown up volunteering; service learning programs where students are integrated into communities as part of the coursework and 'alternative spring breaks' spent volunteering instead of partying have become commonplace... Students also learn that the act of giving need not wait until later in their lives and careers (Strickland, 2008, p. 9).

So while they have been painted as self-obsessed in some circles, members of this generation have been taught to continually look at the world around them to see if they can make it better.

Current Practices

A preliminary study was conducted to understand current practices was conducted, which included a thorough review of websites and an email survey sent to alumni association personnel. The survey consisted of two open-ended questions: “1. How or what do you all do to cultivate alumni when they are young, before they can actually begin donating funds? 2. Do you all have a young alumni club/organization?” It was sent out in the form of a simple e-mail to alumni personnel of 151 universities, and of those, 35 responded, for a total response rate of 23%.

An analysis of 151 universities’ home webpages was conducted for this study. The websites were identified through an online listing of universities that did not include medical schools. In all but two of the websites, the main page prominently featured an alumni link in the main navigational bar. Further exploration of their websites revealed what types of services the alumni associations provided their alumni, including networking opportunities, career services, senior gift programs (legacy gifts that the senior class fundraises for and gives the school as a class memento), and social media sites to connect with others.

Each university defines their “young alumni” differently. Some consider those who have graduated within the last ten years to be young alumni; others set the limit at within the last 5 years, while still others consider junior- and senior-level students to be a part of this group. Interestingly enough, some alumni associations extended the definition of alumni to students who had been enrolled but didn’t graduate from the institution. The most prevalent definition of young alumni across the respondents includes students who had graduated from their institutions within the last ten years. Although the definition varies, one commonality from every university that responded was the importance of involving and cultivating students as early as possible, in some cases as early as their first semester. For instance, at the University of Nevada at Las Vegas (UNLV), the Alumni Association hosts “Rebel Rockin’ Bowl,” a bowling outing during Student Welcome

Week at the beginning of the fall semester for all incoming freshmen as a way to involve students immediately in university life. In total, 23 of the 35 universities that responded (66%) had an organization or association specifically dedicated to serving young alumni. A few had yet to create anything like it, although many acknowledged the need for it and/or were in the process of forming one.

At one university (Trinity University in Texas), the Alumni Office “received push-back” from a few of their alumni chapters with complaints that the creation of a young alumni association would be divisive and unnecessary. Also noteworthy is Dillard University (DU) in Louisiana did not have a young alumni association because they didn’t think it was a good idea to do so. DU felt that it was important to have one group that will mutually benefit from “each other’s experiences.”

Eighty percent of the universities cultivate their young alumni while they are still students, through senior gift programs, volunteer activities, and participation in events with other alumni that help them become aware of the need to participate with the university even after graduation. Senior gift programs in particular seemed to be popular choices for involvement, as they unite the class as one in common support of their university. Florida State University even has a Student Alumni Association, and the University of Miami calls currently enrolled students “Alumni in Training.”

Networking exercises where people learn about one another and meet other alumni, community service/volunteer opportunities, and social networking are amongst the most common practices for reaching out to young alumni before they can actually donate funds to the university. St. Edward’s University in Texas has an interesting program in place called the “How to Boil Water Series,” which teaches students and young alumni how to lease an apartment, how to survive their first day on the job, how to use proper etiquette, and how to manage their finances, among other topics. Among the unique networking events that universities offer, the Alumni Association at Winthrop

University in South Carolina even has a historical “ghost tour” that freshmen attend to get acquainted with their new school and whose proceeds benefit a scholarship fund.

Only 43% of the respondents provided their young alumni with Career Services/Advancement opportunities other than networking. Career Services/Advancement opportunities include any professionally facilitated programs/events where young alumni can benefit from instruction on items related to the workforce. These include, but are not limited to, career fairs, resume building exercises, and mentoring opportunities.

As expected, 80% of the Alumni Offices that responded used networking events to bring their alumni together. The University of New Mexico includes self-described “fun-stuff” like wine tastings and networking events, and it has a particular event every year called “Salsa under the Stars,” where alumni are invited to network through a night of salsa dancing. Other universities, such as the University of Nevada at Las Vegas, pair up current students with alumni from their particular fields during a buffet dinner so that they can network and learn about the career. The University of Colorado has a similar program to pair up juniors and seniors with successful alumni in their respective fields; the program is called “Take a Bear to Lunch.”

Perhaps the most interesting point to note is that only three universities were not using social media or some form of social networking site to connect with their young alumni when the first 151 universities were reviewed, but now, they are ALL using at least one form of social networking. Most of these used Facebook and Twitter pages, although some had LinkedIn and others had their own version of a networking site where only alumni were allowed to participate. American Public University in Virginia has its own online networking community called inCircle for a more private network, but they still use Facebook, a common social media networking site amongst most universities. Universities use the social media sites to promote events and update alumni on university

happenings, as well as a place for alumni to network with each other. The use of social media can probably be attributed to the younger generations' dependence on technology to stay connected as part of their lifestyle. Using social media is by far one of the best practices for connecting with young alumni because they have all grown up in the Information Age and like to stay connected with their friends even though they might be miles away.

It is important that colleges and universities consider creating their own online networking community, a branded community that alumni will want to be a part of for years and that will outlast the phases of common social networks. For example, some of the interviewees in this study mentioned MySpace, which was commonly used while they were attending school but is obsolete now by most accords. At the time that this study is being conducted, Facebook is the most popular social network, but other social network sites with consolidated information like Instagram, which allows people to post pictures without having to write a single word, are also gaining popularity with the younger generations.

From this general overview, it is obvious that universities are making use of social networking to some degree, but they could also be making better use of it to connect their alumni to the university. This research study, with such detailed interviews, examines how universities can use social media more effectively to connect to young alumni, as well as how students' experiences during school affect their relationship with the university after graduation.

CHAPTER 3: THE INTERACTIVE QUALITATIVE ANALYSIS (IQA) METHOD

Introduction

When the goal of research is to understand perceptions, values, and norms, qualitative research is a useful and appropriate method because as Busch and Strauss (2005) point out, a criticism of quantitative methods is that they are “unable to distinguish between person and item characteristics,” (p. 161), while qualitative methods are able to do so explicitly. With that said, it is important to be able to gain insight into not only how alumni are using social networking, but also what their perception of these sites are and how much value they place in such sites, which is precisely why qualitative analysis would be useful in this type of study. Qualitative analysis helps extract the most out of research, by determining what is currently working and learning why it is working (or not) for alumni; it allows the research to go in-depth, beyond measures in a scale of satisfaction. Although social networking sites can easily be tracked to quantify visits and click-throughs, it is imperative to understand alumni’s perceptions of what value an alumni social networking site should be providing in order to satisfy their needs and engender lifetime loyalty.

Using a combination of both quantitative and qualitative methods can add to the validity of results, and the use for such a mixed method and other mixed methods are being explored by researchers:

This (using mixed methods) may in part require the development of new research methods, particularly with regard to how the qualitative findings of smaller descriptive studies should be analysed [sic], synthesized [sic] and subsequently used to generate fresh insights into practice, confirmation of patient-centred [sic] research priorities, and most importantly, to develop clinically relevant interventions which can be evaluated by these and other means (O’Connor, 2009, p. 435).

For example, in a healthcare study of HIV patients, Chow, Quine, and Li (2010) express how the use of quantitative and qualitative methods “complement” each other in mixed methodologies. The quantitative portion of the study helped quantify clients’

satisfaction of healthcare aspects but could not provide in-depth information on the reasons for the levels of satisfaction or details of clients' experiences. The qualitative interviews, though, identified new topics and helped confirm the quantitative findings for consistency, clarifying any ambiguities and increasing methodological rigor. Lieber (2009) summarizes his insights in support of using a mixed methodology as follows: "Blending qualitative and quantitative approaches within a single study can yield more comprehensive findings than research employing only one methodological perspective" (p. 226). Qualitative and quantitative research can work in tandem to produce a more solid research study, allowing for better understanding of the results.

IQA Methodology

What is IQA?

Interactive Qualitative Analysis (IQA) is a systems approach to qualitative research developed by Dr. Norvell Northcutt and Dr. Danny McCoy at The University of Texas at Austin. IQA unites quantitative and qualitative data collection and analysis by actively involving participants in the communication of their stories and allowing for the collection of quantitative data to be conducted simultaneously. The IQA process combines focus groups, in-depth interviews, and in this particular research, surveys.

IQA builds consensus among focus group participants by utilizing a unique approach in which the participants generate the affinities (concepts/subject/topics) that are to be studied within a phenomenon (theme). Repeated affinities stated by the participants in these focus groups will help create the questions for the individual interview process, which is generally the final step involving the participants' direct input in the IQA process.

Since the IQA process will lend itself to finding the appropriate questions to ask, the questions initially considered by the researcher may not necessarily be the questions the researcher ends up asking. A more definitive direction will come from what the subjects say in the IQA process are issues young alumni are really focused on, which will help identify the right questions. More importantly, questions are self-generated by the targeted audience for the study.

The following is an overview of the IQA process, generated and summarized by the researcher, based on the work of IQA founders, Northcutt and McCoy. Since Corbin and Strauss (1990) remind us, "Qualitative methods, like their quantitative cousins, can be systematically evaluated only if their canons and procedures are made explicit," (p. 4), a more complete version, along with charts and diagrams, is available in Appendix A.

IQA Methodology Overview

IQA is a method of qualitative research that relies upon group processes, interviews, and observation to understand and explain naturally occurring phenomena in a naturally occurring state. IQA studies allow a group to create its own interpretive “map” prior to constructing individual “maps” of meaning so that the researcher can use the two elements as the foundation for interpretation. The “maps” are represented by affinities and held together by relationships with each other.

The entire process of IQA involves a complex, detailed process (as outlined in Appendix A) whereby the researcher attempts to eliminate researcher bias by interpreting the results in the participants’ own words. Each of the phases in the IQA research flow is represented by a protocol, and each protocol is supported by a document or set of documents, resulting in a record of data and audit trail for the entire study. This particular IQA study will include three phases: the focus group, the interviews, and the survey.

IQA Focus Groups

The IQA focus group process is designed to identify the themes or affinities that make up the phenomenon. This phase of IQA begins with a guided imagery exercise about the phenomenon where the participants are asked to give a “mind dump” of all thoughts regarding the phenomenon on index cards, one thought per card, and using as many cards as possible.

The researcher first creates a process that will invite the group members to produce the most data while minimizing the influence of the process on the content. It begins by asking a broad, general question, in this case, “Tell me about social media...,” so that the researcher can learn about the underlying phenomenon that the study is exploring (see Appendix A). The researcher’s role then moves from designer to facilitator, guiding the group to generate and analyze their own data with minimal

external influence. This absence of external influence is important so that the least amount of researcher bias will be introduced to the study, and thus, the research will generate more accurate results. This study will convene a second focus group and ask the same questions. In addition, it will add an additional step; it will have two more focus groups that are asked the question, “Tell me about your alumni experience” (see Appendix A).

The researcher then facilitates a “clumping” and “naming” exercise in order to identify the affinities. At the direction of the researcher, participants are asked to silently group affinities together by meaning (inductive coding), and they are asked to tape the index cards in groups on the wall, without any researcher assistance. After the grouping, a name is given to each group of cards (affinities), and the group sorts cards that they realize they may have categorized wrongly (axial coding). Once the affinities are refined and reorganized by the group participants, they are encouraged to narrow down the meanings of the affinities and their categories to obtain the least number of affinities possible. Major categories of affinities may be combined during this phase of the research, which helps create a shared reality among the group.

IQA recommends conducting two focus groups with different participants who are members of the same constituency and then reconciling the two sets of affinities. The same affinities may result, though they may have different names. In this particular study, the researcher held two additional focus groups on a different topic, adding a step to the IQA process. The first two focus groups focused on the phenomenon of social networking, while the second two focused more on the alumni experience and its relationship to social networking. The focus groups, composed of ten people each, helped differentiate the experiences of public university alumni and private university alumni since each will explore both phenomena. The final result of the focus group process was to identify the affinities to be used in the interview protocol and serve as a framework to ask the right questions in the interview process that follows.

IQA Interviews

The IQA interview is a semi-structured interview, with the questions based on the affinities developed by the focus group members. The affinities produced by the focus group are used to create an interview protocol to elicit further, more complete descriptions of affinities identified by the focus group and to identify and elicit descriptions of relationships among the affinities. IQA interviews add richness and depth to the meaning of affinities that may not be found using a focus group alone. The researcher will interview people who were in the focus group to learn about their individual experiences.

The interview protocol consists of two parts: 1) the open-end axial interview designed where respondents can provide in-depth descriptions about the affinities being studied; and 2) the structured theoretical interview designed for respondents to identify relationships between affinities through an Affinity Relationship Table (ART).

The ART provides a quick reference for all of the possible relationships between affinities. Participants are presented with a copy of the table and asked if they believe a relationship exists between each affinity and to explain why they believe so based on their experience. Each participant is asked to determine the nature of the relationship between all possible pairs of affinities. For any two affinities A and B, only three relationships are possible: 1) A directly influences B; 2) B directly influences A; or 3) A and B have no direct influences on each other. Participants are asked to record their responses in an ART, which is a matrix containing all the perceived relationships in the system. The final result of the Interview Phase is a collection of transcripts for each respondent. Once all interviews have been coded, the data from the interviews are summarized to create a combined Axial Code Table (ACT), which is a composite of the individuals' experience with the affinities of phenomenon. Axial data are transferred

from each Individual Interview Axial Code Table to a Combined Interview Axial Code Table.

The Interrelationship Diagram (IRD)

Theoretical coding procedures (as seen in Appendix 1) that record both the individual and the group data are then used to “code” the results. Theoretical coding of the affinities results in an Interrelationship Diagram (IRD). An Interrelationship Diagram or IRD is a table that represents all the relationships among the affinities. The IRD displays arrows that show whether each affinity in a pair is a perceived cause or an effect or that no relationship exists between the affinities in the pair. A sample of such diagram can be seen in Appendix 1.

The System Influence Diagram (SID)

The next step is to create a System Influence Diagram (SID), also called a “mindmap,” which is a visual representation of an entire system of influences and outcomes. The graphic representation of relationships paints a vivid picture of system dynamics- recursions or feedback loops and are especially worthy of analysis. Comparison during this phase is the primary method of interpretation.

Research Design: This Study

The following table represents the results of the research design process.

Table 3.1: The Undergraduate Experience and Using Social Media Research Design	
Problem:	Some students use alumni social media and some do not, why?
Constituency:	College Graduates
Comparisons:	None
Phenomenon:	The Undergraduate Experience and The Using Social Media Experience
Research Questions:	1. What are the elements that make up The Undergraduate Experience and The Using Social Media Experience? 2. How do these elements relate in a system of influence?
Issue Statement:	1. Tell me about The Undergraduate Experience. 2. Tell me about The Using Social Media Experience.

To complete this study the researcher conducted two focus groups on The Undergraduate Experience and two focus groups on The Using Social Media Experience. Two additional focus groups were used to identify the sub-affinities of both experiences. Theoretical coding was conducted during the two sub-affinity focus groups and with an online survey.

Four groups of young alumni (that graduated within the last ten years with an undergraduate degree) served as the data set (focus groups participants and interviewees) for this research. Two groups were from a large, public university, and the other two were from a small, private university.

Young Alumni

One specific group of alumni that universities should pay particular attention to is their young alumni because they are the ones that have the most recent experience with the university; they know how the university is now, and they can share timely information on how it can make improvements for its current and future students.

Additionally, this group of traditional students graduating now is part of a generation inclined to use social media. Universities across the U.S. have different definitions for “young alumni.” For the purpose of this study, any students graduating with a bachelor’s degree within the last ten years was considered; the existing literature on young alumni indicates that most universities across the U.S. commonly consider alumni who have graduated within the last five to ten years their young alumni. This study focuses on those who have graduated within the last five years because they have the most recent contact with the university and may still be able to be tracked. This research specifically concentrates on young alumni who have graduated with an undergraduate degree; that narrows down the group to a more specific age range, whose likes and dislikes may be easier to characterize according to generational characteristics its members may share than a more generalized group.

Focus Groups: This Study

The Undergraduate Experience Focus Group

Two focus groups were assembled to examine The Undergraduate Experience. Ten individuals were selected for each focus group, all who had undergraduate degrees. A combination of five males and five females was used for diversity in each group. They were selected by the researcher through networking and a request for participation made through social media. The first group was one made up of individuals who graduated mostly private universities, while the second one consisted of individuals who graduated from mostly public universities. Using the focus group warm-up exercise below they were asked about their experience. Following the IQA method, the cards were generated sorted and named. The researcher then examined all of the cards produced by the two groups and the names given to each affinity and reconciled the affinity names. Appendix A: Focus Group Combined Cards and Affinities combines all of the cards generated by both groups under the reconciled affinity name.

Table 3.2 The Undergraduate Experience Focus Group Warm-up Exercise

I would like you to think for a while about the undergraduate experience—the time you spent at the university

In a few minutes, I am going to ask you to tell me about your experience with the undergraduate experience.

So let's begin.

- Please allow yourself to be as comfortable as possible.
- Put your thoughts from the day aside to allow your attention to focus on this topic.
- Close your eyes to increase your state of relaxation and your ability to notice what you know about how you and others are powerful in their environment.
- Now imagine yourself in the environment of the undergraduate experience. (long pause)
- See yourself engaging in the activities of the undergraduate experience. (long pause)
- Notice your surroundings. (long pause) Looking around you, take in the sights, the sounds that are associated with being in the environment of the undergraduate experience. (long pause)
- Allow yourself to become aware of your environment with all of your senses.
- Focus on what it feels like to be totally absorbed in the environment of the undergraduate experience. Be there in your mind. (long pause)
- Review all your recollections up to this moment. (pause)
- Allow all these thoughts to remain calmly in your consciousness and ready to be revealed.

Thank you for allowing these valuable observations and recollections to come forward.

Please allow yourself to gently allow your consciousness back to this time and place and when you are ready, open your eyes. Good. Thank you.

And now, with all that you remember—that is, all that you just noticed—please write down your thoughts on these cards.

Write one thought or experience per card. Feel free to record a word, a phrase, a sentence, or a picture to capture that thought . . . and. . . Tell me about the undergraduate experience.

Table 3.3: The Undergraduate Experience Focus Group Reconciled Affinity Names

Focus Group #1	Focus Group #2	Reconciled Name
<ul style="list-style-type: none"> ◆ Academics (Subcategory Of Academics: Technology) ◆ Goals 	<ul style="list-style-type: none"> ◆ Being On My Own (Academic Life) 	Academic Life
<ul style="list-style-type: none"> ◆ Effects 		Emotions
<ul style="list-style-type: none"> ◆ 	<ul style="list-style-type: none"> ◆ 	Housing
<ul style="list-style-type: none"> ◆ Finance ◆ Personal Challenges 	<ul style="list-style-type: none"> ◆ Learned Experiences 	Life Management
		Relationships
<ul style="list-style-type: none"> ◆ Social Aspects 	<ul style="list-style-type: none"> ◆ Being On My Own (Social Life) ◆ Social Experience ◆ Campus Life ◆ Campus Climate 	Social Life

The Using Social Media Experience Focus Group

Two focus groups were assembled to examine The Using Social Media Experience. Using the focus group warm-up exercise below they were asked about their experience. Following the IQA method the cards were generated sorted and named. The researcher then examined all of the cards produced by the two groups and the names given to each affinity and reconciled the affinity names. Appendix A: Focus Group Combined Cards and Affinities, combines all of the cards generated by both groups under the reconciled affinity name.

Table 3.4: The Social Media Experience Focus Group Warm-up Exercise

I would like you to think for a while about Social Media—your experiences using social media

In a few minutes, I am going to ask you to tell me about your experience with Social Media.

So let's begin.

- Please allow yourself to be as comfortable as possible.
- Put your thoughts from the day aside to allow your attention to focus on this topic
- Close your eyes to increase your state of relaxation and your ability to notice what you know about how you and others are powerful in their environment.

- Now imagine yourself in the environment of the Social Media. (long pause)
- See yourself engaging in the activities of Social Media. (long pause)
- Notice your surroundings. (long pause) Looking around you, take in the sights, the sounds that are associated with using Social Media. (long pause)
- Allow yourself to become aware of your environment with all of your senses.
- Focus on what it feels like to be totally absorbed in Social Media. Be there in your mind. (long pause)

- Review all your recollections up to this moment. (pause)
- Allow all these thoughts to remain calmly in your consciousness and ready to be revealed.

Thank you for allowing these valuable observations and recollections to come forward.

Please allow yourself to gently allow your consciousness back to this time and place and when you are ready, open your eyes.

Good. Thank you.

And now, with all that you remember—and that is all that you just noticed—please write down your thoughts on these cards.

Write one thought or experience per card. Feel free to record a word, a phrase, a sentence, or a picture to capture that thought . . . and
. . . Tell me about the Social Media Experience.

Table 3.5: The Using Social Media Focus Group Reconciled Affinity Names		
Focus Group #1	Focus Group #2	Reconciled Name
◆ Portal / Access (Access Point)		Social Media Technologies
◆ Sharing ◆ Debate ◆ Self Expression ◆ Media / Content	◆ Communication Link	Communication / Social Interaction
◆ Emotions	◆ Emotions	Emotions
◆ Lure/Attraction	◆ Entertainment / Engagement	Entertainment
◆ News	◆ Information	News / Information
◆ Privacy	◆ Profile / Social Status / Rules Of Game	Privacy
◆ Connections / Relationships	◆ Relationships / Bridge Gap ◆ Support Tool / Promotion	Relationships

The Identification of Sub-Affinities Focus Group

Two focus groups were assembled to identify sub-affinities for both The Undergraduate Experience and The Using Social Media Experience. With each affinity they were asked about their experience. Following the IQA method, the cards were generated. The groups were dismissed and the researcher sorted and named the affinities. The following table identifies the sub-affinities.

Table 3.6 The Undergraduate Experience Sub-Affinities

Affinity	Sub-Affinities	
Housing	<ul style="list-style-type: none"> ◆ Location of Housing <ul style="list-style-type: none"> ○ On Campus ○ Off Campus ○ With Parents ○ Other ◆ Living Environment/Atmosphere 	<ul style="list-style-type: none"> ◆ Type of Housing <ul style="list-style-type: none"> ○ Apartment ○ Dorm ○ House ○ Other ◆ Cost
Life Management	<ul style="list-style-type: none"> ◆ Time Management ◆ Academic Deadlines/Responsibilities ◆ Health 	<ul style="list-style-type: none"> ◆ Managing Finances ◆ Home Life ◆ Commuting ◆ Work
Academic Life	<ul style="list-style-type: none"> ◆ Faculty ◆ Bureaucracy ◆ Classes 	<ul style="list-style-type: none"> ◆ Studying/Homework ◆ Growth and Transformation
Social Life	<ul style="list-style-type: none"> ◆ Campus Activities ◆ Dating ◆ Entertainment/Events ◆ Hanging out with friends 	<ul style="list-style-type: none"> ◆ Intramural Sports ◆ Partying ◆ Relaxing ◆ School Sporting Events
Relationships	<ul style="list-style-type: none"> ◆ Roommates ◆ Close School Friends ◆ School Acquaintances/Classmates ◆ Cohorts ◆ Faculty 	<ul style="list-style-type: none"> ◆ Networking ◆ Boyfriend/Girlfriend ◆ Spouse ◆ Family ◆ Friends Outside of School
Emotions	<ul style="list-style-type: none"> ◆ Anxiety ◆ Depression ◆ Fear ◆ Frustration ◆ Isolation/Lonely 	<ul style="list-style-type: none"> ◆ Overwhelmed ◆ Stress ◆ Happiness ◆ Excitement ◆ Pride

Table 3.7: The Using Social Media Experience Sub-Affinities

Affinity	Sub-Affinities	
Social Media Technologies	<ul style="list-style-type: none"> ◆ Social Networks ◆ Media Sharing ◆ Microblogs 	<ul style="list-style-type: none"> ◆ Blogs, Wikis & Forums ◆ Social Bookmarking ◆ Social News
Communication/Social Interaction	<ul style="list-style-type: none"> ◆ Information Sharing ◆ Media Sharing ◆ Discussing/Debating 	<ul style="list-style-type: none"> ◆ Self-Expression ◆ Advertising ◆ Making Money/Selling
Entertainment	<ul style="list-style-type: none"> ◆ Gaming ◆ Movies ◆ Music 	<ul style="list-style-type: none"> ◆ Photos ◆ Reading
News/Information	<ul style="list-style-type: none"> ◆ Tradition News Media ◆ Alternative News Media 	<ul style="list-style-type: none"> ◆ Weather ◆ Reviews
Privacy	<ul style="list-style-type: none"> ◆ Personal Information ◆ Internet Behavior Tracking 	<ul style="list-style-type: none"> ◆ Security ◆ Privacy Settings
Social Media Relationships	<ul style="list-style-type: none"> ◆ Family ◆ Close Friends ◆ High School Friends ◆ College Friend 	<ul style="list-style-type: none"> ◆ Old Friends ◆ Work Friends/Professional Network
Social Media Emotions	<ul style="list-style-type: none"> ◆ Anger ◆ Annoyance ◆ Envy ◆ Frustration 	<ul style="list-style-type: none"> ◆ Sadness ◆ Surprise ◆ Happiness/Joy ◆ Excitement

Interviews: This Study

The researcher interviewed ten people that represented a sample of young alumni from across the nation. The interviewees were found through a call out on social media and through the researcher's professional network. All interviewees were young alumni, having graduated from a university within the last ten years. A combination of four women and six men were interviewed. The interviewees from, California, Hawaii, , Michigan, North Carolina, Ohio, Texas, and Utah helped paint the young alumni social media experience picture across the United States, in both public and private universities. The researcher used the IQA method to conduct and transcribe the interviews.

The Undergraduate Experience and Using Social Media Experience Interview Protocol

Interview Part 1

The following text was used in the interview process:

This study is designed to examine experiences as an undergraduate and the use of social media today. The focus groups have identified several common themes or affinities that describe the undergraduates experience and their experiences using social media. Each of these themes is further broken down into small components or sub-affinities. Let's look at each of these themes one at a time and tell me about your experiences with these. Next rate your overall experience with each affinity.

The interviewees were then given the following survey:

THE UNDERGRADUATE EXPERIENCE

1. Housing						
Housing describes where you lived in college. Describe your experience with each of these components of Housing.						
	Not Applicable	Very Negative Experience	Negative Experience	Neutral Experience	Positive Experience	Very Positive Experience
Location of Housing	<input type="checkbox"/> N/A	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
On Campus	<input type="checkbox"/> N/A	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Off Campus	<input type="checkbox"/> N/A	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
With Parents	<input type="checkbox"/> N/A	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Other	<input type="checkbox"/> N/A	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Type of Housing	<input type="checkbox"/> N/A	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Apartment	<input type="checkbox"/> N/A	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Dorm	<input type="checkbox"/> N/A	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
House	<input type="checkbox"/> N/A	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Other	<input type="checkbox"/> N/A	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Living Environment/Atmosphere	<input type="checkbox"/> N/A	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Cost	<input type="checkbox"/> N/A	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Overall Housing Experience		<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

2. Life Management

Life Management describes your everyday life in college.
Describe your experience with each of these components of Life Management.

	Not Applicable	Very Negative Experience	Negative Experience	Neutral Experience	Positive Experience	Very Positive Experience
Managing Time	<input type="checkbox"/> N/A	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Academic Deadlines/Responsibilities	<input type="checkbox"/> N/A	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Managing Finances	<input type="checkbox"/> N/A	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Life at Home	<input type="checkbox"/> N/A	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Health	<input type="checkbox"/> N/A	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Commuting	<input type="checkbox"/> N/A	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Work	<input type="checkbox"/> N/A	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Overall Life Management Experience		<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

3. Academic Life

Academic Life describes your educational experiences in college.
Describe your experience with each of these components of Academic Life.

	Not Applicable	Very Negative Experience	Negative Experience	Neutral Experience	Positive Experience	Very Positive Experience
Faculty	<input type="checkbox"/> N/A	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Bureaucracy	<input type="checkbox"/> N/A	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Classes	<input type="checkbox"/> N/A	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Studying/Homework	<input type="checkbox"/> N/A	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Growth and Transformation	<input type="checkbox"/> N/A	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Overall Academic Life Experience		<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

4. Social Life

Social Life describes your experiences outside of school.
Describe your experience with each of these components of Social Life.

	Not Applicable	Very Negative Experience	Negative Experience	Neutral Experience	Positive Experience	Very Positive Experience
Campus Activities	<input type="checkbox"/> N/A	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Dating	<input type="checkbox"/> N/A	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Entertainment/Events	<input type="checkbox"/> N/A	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Hanging out with Friends	<input type="checkbox"/> N/A	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Intramural Sports	<input type="checkbox"/> N/A	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Partying	<input type="checkbox"/> N/A	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Relaxing	<input type="checkbox"/> N/A	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
School Sporting Events	<input type="checkbox"/> N/A	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Overall Social Life Experience		<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

5. Relationships

Relationships describe your experiences with all of those around you while in college.
Describe your experience with each of these components of Relationships.

	Not Applicable	Very Negative Experience	Negative Experience	Neutral Experience	Positive Experience	Very Positive Experience
Roommates	<input type="checkbox"/> N/A	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Close School Friends	<input type="checkbox"/> N/A	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
School Acquaintances/Classmates	<input type="checkbox"/> N/A	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Cohort	<input type="checkbox"/> N/A	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Faculty	<input type="checkbox"/> N/A	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Networking	<input type="checkbox"/> N/A	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Boyfriend/Girlfriend	<input type="checkbox"/> N/A	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Spouse	<input type="checkbox"/> N/A	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Family	<input type="checkbox"/> N/A	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Friends Outside of School	<input type="checkbox"/> N/A	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Overall Relationships Experience		<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

6. Emotions

Emotions describe your reactions and feelings while in college.
Describe your experience with each of these components of Emotions.

	Not Applicable	Very Negative Experience	Negative Experience	Neutral Experience	Positive Experience	Very Positive Experience
Anxiety	<input type="checkbox"/> N/A	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Depression	<input type="checkbox"/> N/A	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Fear	<input type="checkbox"/> N/A	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Frustration	<input type="checkbox"/> N/A	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Isolation/Lonely	<input type="checkbox"/> N/A	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Overwhelmed	<input type="checkbox"/> N/A	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Stress	<input type="checkbox"/> N/A	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Happiness	<input type="checkbox"/> N/A	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Excitement	<input type="checkbox"/> N/A	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Pride	<input type="checkbox"/> N/A	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Overall Emotions Experience		<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

EXPERIENCES USING SOCIAL MEDIA

7. Social Media Technologies						
Social Media Technologies describes what you use or how you access social media. Describe your experience with each of these components of Social Media Technologies.						
	Not Applicable	Very Negative Experience	Negative Experience	Neutral Experience	Positive Experience	Very Positive Experience
Social Networks - Services that allow you to connect with other people of similar interests and background. Usually they consist of a profile, various ways to interact with other users, ability to setup groups, etc. <i>The most popular are Facebook and LinkedIn.</i>	<input type="checkbox"/> N/A	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Media Sharing - Services that allow you to upload and share various media such as pictures and video. Most services have additional social features such as profiles, commenting, etc. <i>The most popular is YouTube.</i>	<input type="checkbox"/> N/A	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Microblogs - Services that focus on short updates that are pushed out to anyone subscribed to receive the updates. <i>The most popular is Twitter.</i>	<input type="checkbox"/> N/A	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Blogs, Wikis & Forums - Online forums allow members to hold conversations by posting messages. Blog comments are similar except they are attached to blogs and usually the discussion centers around the topic of the blog post. <i>There are MANY popular blogs, wikis, and forums.</i>	<input type="checkbox"/> N/A	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

7. Social Media Technologies (continued)

Social Bookmarking - Services that allow you to save, organize and manage links to various websites and resources around the internet. Most allow you to “tag” your links to make them easy to search and share. <i>The most popular are <u>Delicious</u> and <u>StumbleUpon</u>.</i>	<input type="checkbox"/> N/A	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Social News - Services that allow people to post various news items or links to outside articles and then allows its users to “vote” on the items. The voting is the core social aspect as the items that get the most votes are displayed the most prominently. The community decides which news items get seen by more people. <i>The most popular are <u>Digg</u> and <u>Reddit</u>.</i>	<input type="checkbox"/> N/A	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Overall Social Media Technologies Experience	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 5

8. Communication / Social Interaction

Communications or Social Interactions describes what you do with and the exchanges that occur through social media.

Describe your experience with each of these components of Communications or Social Interactions.

	Not Applicable	Very Negative Experience	Negative Experience	Neutral Experience	Positive Experience	Very Positive Experience
Information Sharing	<input type="checkbox"/> N/A	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Media Sharing	<input type="checkbox"/> N/A	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Discussing/Debating	<input type="checkbox"/> N/A	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Self-Expression	<input type="checkbox"/> N/A	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Advertising	<input type="checkbox"/> N/A	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Making Money/Selling	<input type="checkbox"/> N/A	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Overall Communications or Social Interactions Experience		<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

9. Entertainment						
Entertainment describes one use of social media. Describe your experience with each of these components of Entertainment.						
	Not Applicable	Very Negative Experience	Negative Experience	Neutral Experience	Positive Experience	Very Positive Experience
Gaming	<input type="checkbox"/> N/A	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Movies	<input type="checkbox"/> N/A	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Music	<input type="checkbox"/> N/A	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Photos	<input type="checkbox"/> N/A	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Reading	<input type="checkbox"/> N/A	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Overall Entertainment Experience		<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

10. News/Information

News and Information describe another use of social media.
Describe your experience with each of these components of News and Information.

	Not Applicable	Very Negative Experience	Negative Experience	Neutral Experience	Positive Experience	Very Positive Experience
Traditional News Media	<input type="checkbox"/> N/A	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Alternative News Media	<input type="checkbox"/> N/A	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Weather	<input type="checkbox"/> N/A	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Reviews	<input type="checkbox"/> N/A	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Overall News/Information Experience		<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

11. Privacy

Privacy describes issues with regards to social media.
Describe your experience with each of these components of Privacy.

	Not Applicable	Very Negative Experience	Negative Experience	Neutral Experience	Positive Experience	Very Positive Experience
Personal Information	<input type="checkbox"/> N/A	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Internet Behavior Tracking	<input type="checkbox"/> N/A	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Security	<input type="checkbox"/> N/A	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Privacy Settings	<input type="checkbox"/> N/A	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Overall Privacy Experience		<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

With the following table, this text was used: “We have already talked about these two with regard to your experience in school, but now I would like to talk about these with regards to social media.”

Social Media Relationships						
Relationships describe your experiences with all of those around you while using social media.						
Describe your experience with each of these components of Relationships.						
	Not Applicable	Very Negative Experience	Negative Experience	Neutral Experience	Positive Experience	Very Positive Experience
Family	<input type="checkbox"/> N/A	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Close Friends	<input type="checkbox"/> N/A	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
High School Friends	<input type="checkbox"/> N/A	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
College Friends	<input type="checkbox"/> N/A	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Old Friends	<input type="checkbox"/> N/A	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Work Friends/Professional Network	<input type="checkbox"/> N/A	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Overall Relationships Experience		<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

Social Media Emotions						
Emotions describe your reactions and feelings while using social media. Describe your experience with each of these components of Emotions.						
	Not Applicable	Very Negative Experience	Negative Experience	Neutral Experience	Positive Experience	Very Positive Experience
Anger	<input type="checkbox"/> N/A	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Annoyance	<input type="checkbox"/> N/A	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Envy	<input type="checkbox"/> N/A	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Frustration	<input type="checkbox"/> N/A	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Sadness	<input type="checkbox"/> N/A	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Surprise	<input type="checkbox"/> N/A	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Happiness/Joy	<input type="checkbox"/> N/A	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Excitement	<input type="checkbox"/> N/A	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Overall Experience	Emotions	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

Interview Part 2

In the second interview, with the same interviewees, the researcher used the following text:

Many of the themes or affinities identified have some kind of relationship; one effects or causes the other. Let's look at each theme and decide if or how it relates to each other theme. Tell me about your experiences with such relationships. Please give specific examples of how the relationships have affected your experience.

The researcher then presented the interviewees with this survey information:

Affinity Name
1. Housing
2. Life Management
3. Academic Life
4. Social Life
5. Relationships
6. Emotions
7. Social Media Technologies
8. Communication / Social Interaction
9. Entertainment
10. News / Information
11. Privacy

Possible Relationships
$A \rightarrow B$
$A \leftarrow B$
$A \times B$ (No Relationship)

Affinity Relationship Table							
Affinity Pair Relationship			Affinity Pair Relationship			Affinity Pair Relationship	
1	2		2	8		4	8
1	3		2	9		4	9
1	4		2	10		4	10
1	5		2	11		4	11
1	6		3	4		5	6
1	7		3	5		5	7
1	8		3	6		5	8
1	9		3	7		5	9
1	10		3	8		5	10
1	11		3	9		5	11
2	3		3	10		6	7
2	4		3	11		6	8
2	5		4	5		6	9
2	6		4	6		6	10
2	7		4	7		6	11

IQA Report: This Study

This study uses the IQA report format. The research did not perform a comparative study, and those sections are absent in the final report. Theoretical Coding data can be found in Appendix B: Theoretical Coding.

Limitations of This IQA Study

Interviews were conducted to illustrate the affinities in the students' own words. A quantitative analysis of causation was never intended in the study, and therefore, no degree of measured evidence should be drawn by the interviews (except the theoretical interview which was used to draw the systems). The limitations of this study include a low number of in-depth interviews. Optimally, another 5-10 interviews would have provided a broader range of stories exemplifying each sub-affinity. While significant enough to elicit a range of responses, the interviews were not conducted to be compared to each other. A comparison of different groups in further studies would allow for a larger set of interviews, and comparisons could be made between groups.

Understanding the cultures of each university that is represented within the interviews would also help reduce assumptions made solely by student observation. Interviewing groups from one particular university at a time would aid in learning what changes need to be made to build alumni loyalty at that particular school, instead of generalizing alumni needs in one large study with a cross-reference of alumni across the country. Better understanding the culture of the region would also prove helpful. A much larger sample size would also help dilute misrepresentation of the university. Another sample population for this study could be that of one particular major; for example, it could examine which school or college within the university produces the most highly involved alumni and why.

CHAPTER 4: ANALYSIS OF THE UNDERGRADUATE EXPERIENCE AND USING SOCIAL MEDIA SYSTEM

System Elements

The following chapter, using the IQA methodology, presents an analysis narrative from the perspective of the participants interviewed. The description of each affinity is free of commentary and interpretation by the researcher. This chapter is designed to tell the story in the participant's own words. The researcher provides a detailed interpretative discussion in Chapter 5.

Composite Affinity Descriptions

The researcher conducted interviews and each respondent was asked to speak individually about each affinity and sub-affinity. The transcripts were transcribed word-for-word, and they were edited for grammar, as well as to remove personal identifiers. The following section is a composite description of the affinities and sub-affinities based on quotes obtained from all the interviews. All quotes about any particular sub-affinity were grouped together into common tables. Multiple quotes were then woven together to develop a composite quote for each sub-affinity. Below are the affinities and sub-affinities. The quotes are compiled to show the range of meaning for each affinity and sub-affinity by combining individual quotes to tell a group story.

Table 4.1: The Undergraduate Experience Sub-Affinities		
Affinity	Sub-Affinities	
Housing	<ul style="list-style-type: none"> ◆ Location of Housing <ul style="list-style-type: none"> ○ On Campus ○ Off Campus ○ With Parents ○ Other ◆ Living Environment/Atmosphere 	<ul style="list-style-type: none"> ◆ Type of Housing <ul style="list-style-type: none"> ○ Apartment ○ Dorm ○ House ○ Other ◆ Cost
Relationships	<ul style="list-style-type: none"> ◆ Roommates ◆ Close School Friends ◆ School Acquaintances/Classmates ◆ Cohort ◆ Faculty 	<ul style="list-style-type: none"> ◆ Networking ◆ Boyfriend/Girlfriend ◆ Spouse ◆ Family ◆ Friends Outside of School
Life Management	<ul style="list-style-type: none"> ◆ Time Management ◆ Academic Deadlines/Responsibilities ◆ Health 	<ul style="list-style-type: none"> ◆ Managing Finances ◆ Home Life ◆ Commuting ◆ Work
Social Life	<ul style="list-style-type: none"> ◆ Campus Activities ◆ Dating ◆ Entertainment/Events ◆ Hanging out with friends 	<ul style="list-style-type: none"> ◆ Intramural Sports ◆ Partying ◆ Relaxing ◆ School Sporting Events
Academic Life	<ul style="list-style-type: none"> ◆ Faculty ◆ Bureaucracy ◆ Classes 	<ul style="list-style-type: none"> ◆ Studying/Homework ◆ Growth and Transformation
Emotions	<ul style="list-style-type: none"> ◆ Anxiety ◆ Depression ◆ Fear ◆ Frustration ◆ Isolation/Lonely 	<ul style="list-style-type: none"> ◆ Overwhelmed ◆ Stress ◆ Happiness ◆ Excitement ◆ Pride

Table 4.2: The Using Social Media Experience Sub-Affinities

Affinity	Sub-Affinities	
Social Media Technologies	◆ Social Networks ◆ Media Sharing ◆ Microblogs	◆ Blogs, Wikis & Forums ◆ Social Bookmarking ◆ Social News
News / Information	◆ Tradition News Media ◆ Alternative News Media	◆ Weather ◆ Reviews
Communication / Social Interaction	◆ Information Sharing ◆ Media Sharing ◆ Discussing/Debating	◆ Self Expression ◆ Advertising ◆ Making Money/Selling
Social Media Relationships	◆ Family ◆ Close Friends ◆ High School Friends ◆ College Friend	◆ Old Friends ◆ Work Friends/Professional Network
Entertainment	◆ Gaming ◆ Movies ◆ Music	◆ Photos ◆ Reading
Privacy	◆ Personal Information ◆ Internet Behavior Tracking	◆ Security ◆ Privacy Settings
Social Media Emotions	◆ Anger ◆ Annoyance ◆ Envy ◆ Frustration	◆ Sadness ◆ Surprise ◆ Happiness/Joy ◆ Excitement

The Undergraduate Experience

Housing

- | | |
|---------------------------------|-------------------|
| ◆ Location of Housing | ◆ Type of Housing |
| ○ On Campus | ○ Apartment |
| ○ Off Campus | ○ Dorm |
| ○ With Parents | ○ House |
| ○ Other | ○ Other |
| ◆ Living Environment/Atmosphere | ◆ Cost |

Location of Housing

On Campus

“I lived on campus for the first year. The first dorm that they gave us was very old and there were crickets in the bed and all that, so it was really gross. Then we moved across the street to a newer dorm and those were really nice, so those were a little better. I lived in the same dorm both years. I lucked out, it was great. My freshman roommate was a sophomore, but he was my teammate and one of my good friends from back home in El Paso, so I had already known the guy for a long time. We always hung out and there were no surprises. It was great because I actually lived in the athlete’s dorms, so on my floor it was the fencers, swimmers, divers, and synchronized swimmers and above it was other sports like hockey. But it was the only dorm on the southern part of the campus that had the athletes. The rest of the athletes lived on the northern parts of the campus. You know how in cities they usually say this is the nice part of the city and all the preppie people go here, and then the part where the not-so preppie people go. I lived in the part where the not-so preppy people go. Housing there was fine and I stayed there my sophomore and junior year, and my senior year I moved out of the dorm, but I only moved a block away. It was off campus but I only extended my walk by one block from going to classrooms and stuff like that. The majority of folks who go to school at the university live on campus. It is probably over 85%. Based on your class ranking, there is a hierarchy of where you can be. You start off in a dorm and you work your way up to a smaller apartment, then to a bigger apartment, and it is based on how many hours you are

carrying. I think it was great to be on campus. It sort of made me very down, very set, where maybe it would not have existed if I lived off campus. I met new folks and was exposed to a wider range of the campus programmatic offerings. Because I lived there it was part of my daily commute just to walk to eat and to walk to the places where social activities were organized. Freshmen have to live on campus in their first year, so I came into a four class dorm. There were seniors, juniors, sophomores as well as freshmen, and I came in with a roommate. Everybody had a roommate as freshmen. The housing was terrible, but I loved the site. At first it was a dorm, and then it was a fraternity that was owned by the campus that was a very similar structure as the dorm. I started on-campus for a semester.”

Off Campus

“During undergrad I lived with some family off campus for a while. The other three years I lived off campus in an apartment. My car was stolen. Other than that, they were really good. My junior year I went to a house with four other people, and then my senior year, I rented an apartment close by with my buddies. Then I lived with my parents. My sophomore year I studied abroad. There, I lived in an apartment with university students. It was a program they had. In my junior year, I lived in an apartment with other students off campus. I did an internship abroad during my senior year; one semester I lived abroad in an apartment and then my second semester I lived in a town home with some people off campus. So I had a variety.”

With Parents

“Living with my parents at the time was good and bad. Most of the time it was good. It provided me with that safe, very stable foundation, so unlike some of the other people I knew, there was not ever going to be a problem with me flaming out of school. I knew girls, who for their first time were being responsible for themselves. They were from Houston or Corpus and moving to San Antonio was a whole other level of responsibility, and the partying, drinking, and boys! I was in a sorority, so that added

things onto it, too. So they definitely got kicked out of school, had to go to junior college, or their parents made them come home. So it was good to just be with my family. The negative was, I do not know that I knew that I could take care of myself. I paid my own bills. I did those kinds of things. But I think some of that part of growing up where you kind of have to take care of yourself and you have to learn, I went through those things a little bit later on. I just slept there, basically. Over the weekend maybe I saw my parents a little more, but that is about it. It was just a place to sleep. I did not cook much, and my parents did not cook much, so I ate out. I really only used it to sleep at home.”

Type of Housing

Apartment

“I was in an apartment with five other guys. I knew half of them already, and then became good friends with the other half, and I think it was a good experience. The whole building itself was kind of organized parallel with congregations in our church, so we were close with the entire building and we went to the same church together and stuff like that. There were a lot of activities, a lot of social interaction, and it was really enjoyable. We were able to do stuff weekly with most of the people in the entire building so that was fun. The apartment was interesting because there was a lot of drama in getting into the apartment. The landlord is always very watchful. My buddy and I went to the apartment unit, and we asked the landlord and said, “School for us starts a month earlier than for everyone else, so we actually need to start this lease a month earlier, yet end at the same time, so we need an extra month.” She was like, “For what?” We were like, “We have practice, so we need to come in here.” She said, “Ok, that won’t be a problem.” Then when we went to pick up our keys, she denied ever having that conversation, so it did not exist. So that is fine that she said that, but the paperwork I had, I even put a note here and you initialed it. So that was interesting. That was drama because none of us had our parents, it was just the two of us. My buddy was very passionate when this incident occurred. So when she started saying she had a single room and we were going to have to wait, he exploded. “I told you at the start,” he started screaming, yelling, almost had a

tantrum. And I said, “Adam, let me handle this.” So I told her, “Let us look at what happened. I know you want us,” I said. “You want our money and we want a place to live, so let’s start there. All we are asking for is an additional month, so that is the problem.” So she said, “You can go visit it, but in order for us to rent it out, the place needs to be in a certain condition. And we do not have anything clean yet.” And I asked, “But you have a place that is available?” She was like, “Yes, but not the place we told you. It is the one underneath.” I was like, “Fine, we will take it. I do not care in what condition it is. Just hire someone to clean it really quick so we can throw our stuff in there and we are all good.” She was alright, but it was two hot-blooded people yelling at each other for the entire time. That really altered the apartment experience at first because they would call us if we were a day late to put out the trash, which we were. It was one of those things where I noticed they were more mindful of us than they are with some of the other residents. They would always say, “We have heard noise complaints.” But you are not the cops. If somebody else hears the noise, they can just go and call the cops. So that was kind of interesting again, but at the end of the day, it is the person you are living with. If you have a good relationship then everything else just falls into place. Before, I was out of college and on my own, and it was good to have that one year to learn how to do everything and manage everything. Some of the people you met from the dorm, you could become friends with them, and then you grouped together and go into an apartment. My abroad experience definitely was good. It was very close to what I needed it to be. My junior year my apartment was definitely nice because we each had a bathroom.”

Dorm

“I did not interact with anyone in the building. They were all freshmen, and I was in my undergrad-master’s program, So I was really not involved in any of that stuff. The only thing I can say is that we were able to eat at the cafeteria with the freshmen, and that was a great experience. It was a newly constructed building and they tried really hard to make the food fresh and original and changed a lot, so it was really enjoyable. The

University actually requires you to live on campus for three years. I think at first I was a little hesitant, but in the end I really enjoyed it. The first year, you have freshmen quarters, so it is just all the freshmen, which makes it a lot easier to meet people. And then after that it is like upper classmen, sophomores and juniors, and I thought it was really good. I walked to class really easily and I think it helps with class attendance. And a lot of more people studied in the library. You just do more things on campus. It was probably about 100 of us in the dorm. My room was tiny but I had a great experience during my first year living in the dorm. The dorms were very close to campus. The classes were 5-10 minutes away. It was great to have a mess hall that had all you can eat stuff. The campus was kind of secluded in the sense where there was not a very big town around, so if you wanted to eat something, there was one or two restaurants down the street, but anything besides that, you would have to go off. You were basically kind of on-campus the whole time when you were living on-campus. There was a grocery store. You could pick up stuff, but you are living on-campus in the dorms. Prior to marriage, when I was there for the semester, there were no cooking areas. But then when I married it was kind of like a home. There was an apartment where you cook, you had a fridge, and you had a sink and everything that you could cook. So it was nice in that you could study, because that was all there was to do. And it was close. Then again if you wanted to go and do something for the weekend, you would have to drive into town. Here it is not a problem, but when you live on an island, an hour away is quite far.”

“I lived in a dorm the first quarter and that was bad. We had a cricket problem, the dorms were just really old, and the furniture was old. You would have to walk down the hallway to the showers and to the restrooms, so it was really bad. The dorm was kind of disgusting. The whole thing with that is to this day, I will never forget the first time I walked into the dorm showers, and I was like do not touch anything. If any part of my body touches these walls, I’ll have to shower. This is not clean. Just because it is hard to, I think, group so many people so closely together, it sort of wanes on you after a while. On campus I had one roommate; it was a brand new dorm. We were very fortunate; there were dorms which did not have air conditioning. Mine did, so I felt very lucky about that.

My roommate was from another state and she tried out and made it to the fencing team. We had an overall okay experience. Going off luck, you do not know if you are going to have someone as clean as you are. I am very type A, so it was good, but not ideal. I might have not lived there a second year.”

House

“I lived on a house on the northeast side of town. It was very suburban and off a major street. I went to a university, which still to this day is a heavy-commuter school. So I drove in my car, using the city’s major freeways. Getting to school was not a problem. You just have to plan your schedule in advance, planning for traffic, and knowing when to get there. It is college and everything is not so much where you are living or what the place is, it is the people you are living with and your roommates. So it is very fun for individuals who can afford to live by themselves and who can afford the housing prices. I do not know if any person who lived off campus got their deposit back; so it is really about the person you are living with. They make it an enjoyable community. In my experience the people I hung out with, that was our family. None of us ever went home; none of us had anybody to talk to; that is all we had, so it was great. At the house, it was great. My buddy whom I had roomed with my freshman year, we became roommates again. There were two guys who were individuals from team. We all understood each other’s schedule. We all had to wake up at five in the morning and get ready for practice, so it was a great condition because of that. It was somewhat interesting because mainly for the reason that we were from very different backgrounds. In terms of our ethnic background I guess would be the proper term. I have always thought that food was bought to be eaten. It is there for everybody. You do not put your name on it. But these individuals did not think that, so I remember they would put their initials on it. They used to be like, “Why you eating my bread?” and I would be like, “It is just a slice of bread, are you serious?” I would just play jokes on them. I used to open up their wholesome bread and take two out in the middle and then pop it back. I guess they were counting them and looking at them. I would rearrange the items that people bought. I would mark

it up with somebody else's initials. I just messed with them for doing that. So that part was kind of annoying but we ended up working through that, it is just people from different backgrounds trying to understand one another, so there is a learning curve that they get through. I would do it again in a heartbeat. I would relive those experiences."

Living Environment/Atmosphere

"I enjoyed the people I was with. I felt there was a lot to do in the surrounding area in terms of places to eat, activities to be engaged in, as well as we were close to the mountain area and the canyon activities there, too. I felt like I had a connection to a lot of the resources there that I wanted, so I was pretty satisfied with that. Most of the apartments were close to the university so I was able to walk to the university for most of my time at the apartments. Parking—there are areas that can be a challenge, but I never really had to deal with that. I think one thing that really comes to light is that when individuals go off to college there is always this idea that you are leaving home. Are you ready to go? I left my family, but I do not think I ever left home. I really feel as if I just found a new home, and the people there were now family, and we take care of ourselves. I never had this thing saying, "Well, all I am doing is going to the apartment." I always thought "Yeah, I am going home," and I felt secure and safe there. I do not think I was the only one that felt that way because the group I talk to when we all go back and reminisce, they all say the same thing, that was home and that was the family. So it was great, I had a great experience there. It was a very good atmosphere, kind of what we call a university bubble. We only went to certain restaurants, in certain areas, kind of like that university area around the Quarry area, but other than that we did not really explore the city. From what we did explore it was very positive, everybody kind of knew we were students, and they had certain discounts, and I thought it was a very good community feel. Over all it was a positive place, a healthy place. There are always, like I mentioned, some drawbacks to communal living. It was not a co-ed dorm, and when you group 18 year old men together, there is all sorts of silliness that can ensue from that. The university does a great job of putting you into an environment with a diverse group of

individuals. You are of different classes, so you interact with sophomores, juniors and seniors. For example, my freshman year my roommate was from Maryland. Across the hall there were two other roommates, one from Jamaica and another from Saudi Arabia. Another roommate from Mongolia thus became my best friends. Hence, in my first year in the dorm, I had a really good experience because I was able to hang out with these guys all the time. The RA situation was perfect. We had a really good RA, he cared about his job, and made it really a welcoming experience especially for somebody who never really spent time away from home. Except for one semester I always had girl roommates. There was one time when I lived with a guy when I did my internship for the second time. I think women can be a little catty and there were times when “I have already brought enough trash bags” or “I am done contributing to the local, communal things,” so there was a little bit of that. But it was never to the point where it made living with the people unbearable or something like that. I have a threshold for being very smart and organized, I can keep my space that way and having to clean up the culinary was okay.”

Cost

“I think cost was manageable, but from my understanding, it is a little high in terms of rent for the apartments. One of the reasons for this is because the university requires you to live within a two-mile radius. Students who were living at home needed to live within a two-mile radius of the university and that created a market for the renters. The apartments knew what the requirements were, and because there was a requirement, they could raise the rates a little bit more than on average than they might have if they were elsewhere. I was trying to keep it up to a minimum, so I always got a roommate to provide for the cost of things. At the end of the day, housing always cost around the same, it was just what you were going to pay for. When I was in the dorm, I was just paying for my rent, but it included all my utilities, it included television, food; so all of that was included in there. Once I moved off, all I was paying for with my check, which I gave my landlord, just covered my house and nothing else. I do not believe one was more expensive than the other. They both differ a lot. The only difference is in the first one you

are paying everything on credit; so it is covering everything. The second one is you yourself get to determine, and they do not collect it upfront like everybody else does. There were times when I did not really have much. But others were partying and forgot to pay for food or couldn't pay the light bill. Luckily for me that was just not the way I was brought up. Here I have it scheduled out this much for daily, this much for gym, and I did. The main difference though I would say was the cost of food. There was a luxury sometimes when I got to pick the food. Sometimes I would get better food because the schools food is not always better, but there is always food there. So it is quantity vs. quality that really occurred and popped into my mind. So that is the main thing I would say with cost. I think at the end we are just paying the same, they are just being allocated differently. It was a little high rent because for the apartment, because it was very close to campus and they were nice-ish apartments. Dorm room costs I would say were ballpark, pretty right-on, because that also paid for your dining, and they had pretty good options. We got sick of them after three years, I mean, but we had sushi, we had steak, we had good options, salad bars, and good vegetarian options too. So overall costs I think it was good for what we were receiving. Definitely living in a dorm was cost effective. When I moved to Italy it was very expensive, but worth the experience because of the location. My apartment was pretty cost effective. It was very affordable. I did not have a car for the first three years. I got it during my junior summer; so taking the bus, at least I saved there. The apartment that I lived in Portugal was free; that was part of the internship. That turned out to save some of the other costs. Then in my last semester, it was the most expensive, but it was also the nicest. I did not work over the summers always, but the last two years I did to help make ends meet.”

“It was expensive, but the whole experience was expensive because it was a private institution. I do not remember exactly how much it cost right off the top of my head. I just resigned myself to it because of where I went to school. It was kind of high I would say. I decided to live at home because of the cost of the dorms and the food, because you did not have any place or way to cook. In Hawaii, food is expensive because everything is brought in most of the time. So the costs were bad and that is why I moved

home, but then after I lived at home and I got married, I mean I could kind of decide on what I was going to buy and what I was going to cook. Cost-wise, on-campus at the university was bad and afterwards it was good.”

Relationships

- ◆ Roommates
- ◆ Close School Friends
- ◆ School Acquaintances/Classmates
- ◆ Cohort
- ◆ Faculty
- ◆ Networking
- ◆ Boyfriend/Girlfriend
- ◆ Spouse
- ◆ Family
- ◆ Friends Outside of School

Roommates

“I was friends with most of them although I was frustrated with some of them. It was typical roommate stuff, like workload in terms of maintaining the apartment or dishes. Standard roommate issues, but for the most part I enjoyed all of them, it was fun experience. My roommate was my best friend who also moved there from LA. I had some very positive experiences and one sour apple—a guy who was going through emotional distress and had to leave school. It is just the kind of thing that happens. We had suitemates and roommates in the dorms. Your roommate was the person you actually shared a room with, your suitemate, you shared a bathroom with them. You are just always together. I actually had two roommates and sometimes there were suitemates for three of the four years. I lived with them two of the years in the dorms, and then one of the years in the apartments. It was good, we are still friends now. It was good support also. I am still friends with them to date. We met nine years ago. Each of us brought this different sort of path that we had arrived to the university with. I had some friends who were wealthy. That was a different perspective and then different ways we can have conversations on topics. One of my best friends is from Mongolia. He was part of our group and coming and living from a rural part of Mongolia was a very interesting story. I think the differences are what bonded us; we were learning from each other every time. I had a variety of roommates. In my freshman year, I had a roommate with whom I lived in the dorm with. In my sophomore year, I had three roommates in the first semester, and one of those was my roommate in second semester only. In junior year, I had three other roommates, and senior year I had three other roommates. Overall, I had a good number of people I lived with. I never overlapped at that time really from year to year. I think overall I would say that I had pretty respectful roommates; some of them are still my

good friends. There were some roommates with whom I did not get along as well just because during the freshman year, I was a lot neater than my roommate who would leave her smelly laundry around; so we just did not kind of click that way of how we kept the room. Overall, I had some really good friends; I am still in touch with them. One roommate that I had, we looked out for each other, he was from Brazil. We would always invite each other to whatever we were going to do. And he was not crazy or anything, so we kind of kept to ourselves. So it was good.”

Close School Friends

“A lot of my roommates were also close school friends and friends growing up. We just got together in our apartments. I had high school friends going into college that went to the same school as I did. In the first year, I probably did not branch out much and meet as many people, and I was kind of stuck with the group that I was friends with. I like meeting new people, so going to Italy an opportunity to not know anyone and it was then that I kind of created a group my first semester. Then those left. Second semester, I was not really as close to the second group. I was becoming more independent in my second semester, but my best friend ever went to college with me, and so I was able to be close to her, which is great. We are still friends today. It was a really good friendship that we had there, and my roommates from junior year I am still very close with. Every time I travel near to where they live, we see each other and keep in touch. I had some friends from junior year that are not the best in keeping in touch, but meet me often. Now I know what is going on in their lives at a very superficial level through social media like Facebook, Instagram, or something like that. I definitely have close friends that I have kept. My close school friends ended up being the girls in my sorority, and there were 55 of us, but then there are ones that I really got close with. But girls being girls, there were times we were “besties” and there were times I would be out by my car, and I really just wanted to kick it. But even going through that, I really learned about myself. It was more like clocking in the work when you have school friends. These are friends I met in the classes, and we would generally work on projects or talk about things. It was easier to

build small talk conversations with them outside of the classes but not real strong bonds like your close friends. I think the only thing that is true is that it is really hard to make close friends after your freshmen year because you have already found your 4-5 close friends, and you do not want to waste time going through the same old small talk with everybody to make new friends. I met a lot of my friends who I still talk to today. I am still friends with them. Now, actually, one of them lives here. I have also been in their weddings. It is not that I have just attended the weddings, but I have even been there in all the responsibilities of a best man. We appear so close nobody wants to marry us. You do not want to be a best man and piss anybody off. I did not know anybody going up to the university. So my close school friends were made at the university.”

“My close friends are the ones I grew with, they did not go to school with me, but on the weekends, when I came home, we would always get together if there was not a dance or something like that, or an activity I wanted to go to. I could create close friends at work, and I would see them all the time. I still had friends back at home, and I would go out on the weekends at home.”

School Acquaintances/Classmates

“I think a lot of my classes, especially the ones I liked even more—I made more friends through those classes, or acquaintances, I would say. I enjoyed talking to people in class, but we did not do too much outside. Those were nice cause it is just like a friendly face in the crowd, or someone you know you want to be a project partner with because you know they will actually do their work. Or that person that will explain to you what the teacher just claimed that they just explained, but you had no idea what they were talking about. I do not think there is anyone I was in close touch to that I am still in contact with. I am not in touch with them anymore and that is why they are not an acquaintance, but I remember it was always great. People were very friendly, if you missed a class, you asked for notes, that kind of thing, from an acquaintance. Everyone was pretty receptive to helping out. It is just business to attend class. There was no real competitive nature to the university, but we do not really go above and beyond and make

friends with classmates I think. Everybody tries to get along. Of course, there a few people that you do not really hang out with, or that you do not want to hang out with. They usually hang out with a particular group, so you do not go with that group, or if they are in a certain club, you do not go to join that club. The university is a pretty big university. I had classes ranging from 20 people all the way up to 400; so I did meet people through class, but it was usually in the breakout session of the class a TA led. I would meet people that way and worked on group projects, things of that nature. Everyone pulled their weight from pretty much what I can remember, which was a good thing. I am the kind of person that if someone is not co-operating I would just pick up what they are doing and do it, which is not a good quality to have, but I have always had a good final product, which is kind of to my detriment. I think, for the most part, I made some great acquaintances professionally, and in life.”

Cohort

“Every cohort, every class year was tight because the school is so small and covered by around 600 freshmen. They all get to know each other, and we know each other by faces, not by names of course. It was easy to get to know everybody in at least three-four years. I think the only cohort would be through the church, and I was happy with that. It was focused on a lot of aspects of life, not just religious, but also social and educational. You could get together some study buddies and study. I was involved with a public service organization since that was my concentration, like public service and governance. It just was not the strongest group of people, and they had very differing goals than I did, as far as what public service should be. My cohort could have been a great organization, but it was very underutilized.”

Faculty

“The faculty is strong. There are a lot of experts in their fields, world renowned, published researchers. I got close to some of my teachers and going in for help and whatnot while working on projects, especially in those smaller classroom situations. I

even had a Spanish teacher who would once a semester have her class over to her home, and she would host like a big Spanish dinner, and it was pretty nice. Not my favorite, but she was good. It was just kind of nice to get to know them on a bit more personal level. I was definitely able to go to the bar with my professors. That were interesting, and so the professors were definitely available to the students to have relationships and to talk and hang out, and that was great. They are very present in the community and at social things, as well. It was not hard to find a faculty member. There were a bunch that were really, really, good. They would call if you were sick because they care about you, they would ask about stuff, or they would show you stuff. Since I am from Hawaii, it was probably a little bit easier, since I could relate to them, in a sense because they were living there now, and we had faculty from all over the world, so it was kind of nice. I had some really strong professors, people whom I really enjoyed and liked a lot. They were always available to meet with us. They were willing to make time even though they had very demanding schedules, too. There were a couple of times I had TAs. One class in the first semester of college I dropped because I could not understand the professor. He was soft spoken and English was not his first language. That was the calculus class, but I quickly switched and studied statistics in the next semester; so I ended up dropping that class. Overall, I think everyone was willing to work with you. Later, in my actual major classes, I was closer with those professors because I could be working with them on papers which were related to my major and things of that nature. As I kind of grew, transitioned in my college career, I reached out to the professors a little bit more and interacted with them more than in just class. I just did not want to take the initiative to become friends. A lot of them I got to know at the end of my undergrad when I really knew what I was doing, and they told me I had made a lot of improvements. I just took classes and did not really talk to the teachers. There is not much to say about them. I did have this one teacher. Math has never been my subject probably because early on it did not come easily for me, so that I always sort of rejected. Although I have always found myself in advanced math or in these situations where I need to take advanced math, it is not easy, so I am going to struggle, struggle, struggle. I was a business major, and I found myself having to take

management science, something to do with production and inventory, and things like that, and I was a D all the way, not really understanding. I just wanted to get my D and get out of there. I did have a professor, a woman with glasses and a messed up ponytail. I was sitting in her office and I said, 'I do not understand and I need to do this homework and I do not understand what this line does.' I can't remember what she said, but whatever she said was just very confidence-building, like 'You can do this. I do not know why you're not doing this, but you could really understand this, you can really do this. If I can understand, it you can understand it.' It was really the only thing that sticks out. Again they were all nice and competent and I am sure they all had great personalities, but they just really do not stick out at all. I felt like it was kind of our responsibility to form our relationship with faculty. Otherwise, you would not have one."

Networking

"It was very much enclosed into that the university bubble. I definitely made relationships with other organizations and other people, but it was all within the university. I came out of my shell there, if I learned how to do that, definitely. It is the largest alumni base in the nation so you kind of have to. You could network with the people who are going to school with you in that school, but when I went to college, there was no Facebook, and the type of networking they did was trips and things like that. If you did not have the money, you could not go on the trips, and I did not have the money, necessarily, either, and I did not want to go. It was not like how it is today, when you can do LinkedIn and stuff. I did a lot better networking at the very end of my undergrad, but I did not really do much before that. So it is how effective I was at it versus was there an opportunity for it, and I think those are two totally different things. The core services at school tried and help us give delivery skills and teach us about networking. I do not know whether I really figured out what networking was until grad school. I went through core services to get my first job after undergrad, but it was not through networking. I felt they kind of failed at this. There were not a ton of opportunities to go and meet every guy from the university that works at 'X' number of places and how you can connect with the

job. At the time it was not really something. I networked. I knew people and things like that, but so far as networking with you once I graduate and long-range professional thoughts and things like that, no. I did not proactively network with my coworkers or classmates. It was more about getting to know one another. It never felt like it was networking. They did not really try to connect you with people outside the school. For a small organization that is very small graduating class, you would think that they would attempt to do that more, but they ruined it.”

Boyfriend/Girlfriend

“Ultimately, in the last two years of college, I dated the woman I am married to. I had other dates with girlfriends before my wife, and those were all fun experiences, too. It was hard to maintain grades when you're really seriously dating, I found. There were all these activities, things you can do, like international movie night, and they always have dances. My wife does not dance, so we never went to any dances. We went to the international movie night or we went to other cultural events and other things they would have. It was good.”

“I do not know if it ever lasted longer than two or three months. Junior year I dated someone but that was very negative. However in senior year I met the guy who is now my husband and that was very positive. Early in college, I did not really date anyone. We would go out in groups of friends and things of that nature. By the time I went abroad, I really wanted to meet somebody, so at one point, when I actually got back from studying abroad I thought, ‘I think I want to try online dating because I can’t find anyone, I can’t meet anyone.’ Then I did end up getting set up with one of my friend’s boyfriends, who was not a very good influence, nor a good person in general. He was not very respectful, and looking back, when I was least proud of myself was during my relationship with him because I did not stand up for myself more. Then I met a great guy like Nolan who does care about me and respects me. It kind of cancels it out. Looking back it was really great to meet him, but it was really bad before that.”

Spouse

“Things got way good at that point. I had more of a focus. I think I had more support. I think I had less distractions. I did not have five other guys walk in the room and say ‘Hey, let’s go do this’ instead and I would just drop what I was doing and go. It was my wife who encouraged me. She encouraged me to score high, and I think once I got married I would think, ‘I have got a family coming. I have a wife and I will have kids soon. I should probably know what I am doing.’ I stepped up my full focus and determination and gave most of my classes meaning at that point. We were in the same major. They had on-campus housing for married couples, so that was positive. They were sometimes a little too close, so that was not very positive. Because if you had a neighbor you did not like, you had to be cordial and not fight with them.”

Family

“We would talk over the phone a bit and during holidays. There was no stress or anything like that. I phoned and went home as appropriate. It was a chance for me to get out of the house, not as an escape but as a chance to grow up a little bit. I was only 45 miles away, but I did not commute because I did not want to stay at home. I think it was positive to be away. I was able to figure out who I really was. You get busy during college, but I always made an effort to keep in touch. I went home on average once every two months, or my parents would come up. They do not live far, but they do not live close, so just a weekend to get away really helped. My family's a special kind of crazy. There were times where what was going on with my family was a drag, and I needed to get away, so going to school was a good thing because I got away from the family stuff. There were also times where going home got me away from the school drama. My relationship with my family was pretty good I think. I did have that point where I felt I was too close to home in my first year, and then I went abroad and came back and I appreciated my parents a lot more. It was a whirlwind year of travel and learning about myself. When I looked at them, I realized why they sacrificed a lot for me to be able to

do that. Also, when I came back, I had work scheduled after school and my parents said, ‘You should do something that makes you happy and interested in.’ My parents were very supportive and very happy that I was doing well in school and making sure I had good support systems so that I can work. My brothers to this day still talk about my graduation, and just the people I met, the parties, and just the people they talked with. Both of them have said just seeing what I went through encouraged them to make sure they went to college.”

“Being far away from family was tough, but not so much as I was ready for it already at 18-19. I do not have like a super good relationship with my immediate family. It was not like going to college tore us apart or anything like that. At least I had something more in common with my dad, so I went to college. My mom went to college.”

Friends Outside of School

“Friends I had back in California where I was from I would talk with casually on the phone. Once I was away, some of my close friends, and I did not talk that much but then when we would get back together it would be like we had been hanging out the whole time. I found it was very difficult. In high school, there were four of us. I went to the university with another friend, and two other friends did not really do the school thing. I immediately joined my sorority, and that took me in a complete different direction. My friend lived at the dorms and met people there, and she was doing her thing, and to this day it is still that we do not really fit anymore and at the time we did not really talk. We would see each other once in a while in the halls, but it was just hard. I lost touch with a lot of my friends from high school. My freshman year we were still in touch, and then just a couple of years after I started the university. It was definitely two-way, but it is just because you get so busy. You have a whole new life and environment. Everybody I knew was somehow associated with the university. It was different from the group I hung out with. I still had my same group of friends from when I was younger who I was always close friends with. I worked at the GAP and then Banana Republic at

different points in undergrad and because I worked at the paper for one month at school, which was interesting. I think looking at that I knew I did not want to go into retail full-time, only because I did not see it as a fit for me. I enjoyed having the discount and interacting with people and helping people. I liked the people who I worked with, they were nice, but I would say we did not have a lot in common. You make friends at work and just because of what school you went to or what job you did, it was not necessarily like they looked up to you. A lot of the Asians were custodians and a lot of the Polynesians were dancers at the Polynesian Culture Center, but it did not really matter. You kind of got placed where you were going to be placed, but then everybody rotated anyways, so it was good.”

Life Management

- ◆ Time Management
- ◆ Academic Deadlines/Responsibilities
- ◆ Health
- ◆ Managing Finances
- ◆ Home Life
- ◆ Commuting
- ◆ Work

Managing Time

“I do not know if I am different from any other college student, but I always felt it was a struggle to get everything that I needed to do done. There was more homework than time to do it. Additionally, I was working part-time almost the entire time as well, and so the work, I was able to go do it and come home and be done, but it still took up a big chunk of the day. I think I was doing alright, though. Then there are always activities to go to, so that was fun, but with homework, it is always in the back of your mind when you are doing something: “I should be doing homework right now.” I was always going, going, going, so that managed my time for me. I worked all through college. First, I worked at a burger restaurant; then I worked at a bank. The burger restaurant had day shifts, night shifts, weekend shifts. The bank was very structured. I had to be here at “this” time I had to close at “this” time, so it was very structured, and it helped me a lot. Also, I was involved in my sorority in college, and I was an officer. Then I became president, so that took up a lot of time. I spent a lot of time working on those things and at school, between classes, organizations, and my job. I always kept busy. I was on a dance team; I was in an internship; I was in a separate retail job; and then I had homework and fun, sometimes. I actually think I was busier during college than after college. I did not really watch much TV. I just was very involved in back-to-back school, studies, job, outside activities, and involvements, and stuff. I think it was essentially what you have to base everything off of because if you do not manage your time well, you are not going to have time to study and do well. So I would say time management was a very positive experience for me, but if you do not manage it well, you can crash and burn. I scheduled myself out as an undergrad. I went to the library every day I could, probably about four days a week. I forced myself to read what I was supposed to read, and to

produce the things I was supposed to produce. If I had not done that I do not know when I would have done that work. You know what I mean? The dorm environment could be conducive to studying, but it was not always. So I stayed in—like how college professors have office hours—I did the same thing for myself. It was a positive experience because I had good advisors and RAs who helped me walk through that process. It was good. I had a part-time job, and the school was cognizant about jobs and work and most of the student body worked part-time at least. It was easier to do time management because of the understanding of it. They worked around our schedule, but also around a work schedule if you had a work schedule. Also, the structure—they would be a little accommodating in the sense that if you had to do a particular assignment in one class, they may allow you to not double dip, but you could do the same type of research but in a different aspect. So it helped with time management because you only have so much time in the day. The other thing, too, was they kind of limited the amount of classes you could take. It was kind of secluded, and there were people that wanted to take a large number of classes because that is what they wanted to study. But they limited it, and it was a good thing because then there are other activities. There would be different events, but those events would be outside class time. They kind of made sure that there was a good balance, so if you wanted to attend a dance per se, there was not a class going on during the dance. Or you would not have to worry about missing dinner because the restaurant closed, or the cafeteria closed between certain times. So that is why I think time management was easier, because you could not say, ‘I have a class, so I cannot fit in meals.’ So it was positive because it was not difficult to do everything or juggle it per se.”

“Time management was easy because I was an athlete. First of all, I had practice in the morning. So we had to get up at five, get ready for practice. As soon as I left, they already had showers there so there was never really any reason for me to go back to the dorm to shower and then go to class. As soon as you finished class in your freshman year it is a requirement that you go to study hall. While you are at the study hall, there are

tutors for every single subject that a person may have. Prior to going there, they would get a list of your classes, and they have these assistants helping tutor the students. So you are automatically being tutored every time. I was making sure that I was doing the academic portion because that is the reason why you are there. It was sort of all laid out for me and because it was laid out for me my freshman year, and I already knew how to do it. So it just fell in place in sophomore, junior, and senior year.”

“I had to figure time management out. When I first came to school, I was not fully organized. I was definitely still growing up when attending college, and I probably was not working as hard as I could have been, so I would say managing time as far as my own time management probably was not very good. You always feel like you are jumping into the deep end, and you do not know exactly how to manage your time when you went 180 degrees from living at home and having your parents waking you up and making you do everything that you have to do, and having high school teachers drastically different from college teachers. It was a tough transition, and that is the only reason it was negative one, but it was the best it could have been with the support group I had. Definitely going from high school to college was a big adjustment. Not having a class for an entire day, having a spread out schedule, having to study on my own—not just when I get home from school, but right after practice. I definitely had a lot more time from high school to college. I think it was probably challenging. It took a while to get used to it. I like to pack my days pretty full. At the end of the day of college, I would work. I scheduled my classes so that I could work on certain days, and I could have a little bit more flexibility with my scheduling.”

Academic Deadlines/Responsibilities

“My papers were always in on-time, my projects were always in on time. If I worked on a group project they always had my part. So that was never an issue. I did have a lot of deadlines. I am trying to think of how exactly I kept up with everything. I just always thought about where I had to be next and what I had to do next and that

helped me keep up. I was not the kind of person who was going and asking for extensions and that sort of thing. I just did the stuff as expected. At the beginning of every course, these professors usually did a very good job of walking us through the syllabus and letting us understand what was required of us, what the deadlines were. The teaching assistants were really good about communicating with us through emails and through sections. If we had a 300-person class, it would not matter because we would have a teaching assistant and had much more intimate connections with our advisers, teachers. Deadlines were new because they were so far out. It was not like a project in high school where you have few days to finish it up, or few hours to do it if you were in class. That was an interesting transition. There are some positives and negatives. It just takes some getting used to. I am the kind of person that likes to finish things early, and I never asked for an extension on anything. I would say I was able to manage pretty well. I was always able to meet deadlines in high school and just continued to do so. A lot of things converge on the same time, so it always seemed like everything was due on the same day. That part was different but it was never an issue between one class and another. It was an issue with one class and being on the team because on Fridays, we would leave the campus to go to tournaments. So I would have to miss Friday classes, which meant there was always a chance that I always had to do what everybody else did first. I had to turn in paperwork before everybody else. That part was not difficult, but it may be challenging in the sense that I actually had to complete it by myself to be ahead of the rest of the class just like to stay on par with them. Main reason for that was by the time they were taking the exam, I had already taken it because I was going to compete. I think it was a great thing. Definitely the assignments were much less. It was definitely much less concrete, and it was more like they did not give you as much direction as they give in high schools. It took probably the first semester of college for me to figure out what the professor wanted or what the TA wanted. That was probably a little more challenging. Once you get adjusted, I would say that rest of the time—that is three years—is pretty good. I think maybe having a little bit more self-directive kind of projects took a world of adjusting to do.”

“For me it was a challenge, for the responsibilities and deadlines. To others it seemed like it was very easy, but I am kind of a last-minute type of person. That is why I always dreaded the deadlines, but in response to that, it was positive because it was not like one against another. Maybe at the very end, when you have your finals, but then really it is really your fault if you know when the final paper is due. They give you until the last day, but the assignments in-between were manageable. It was not too difficult, and if you are smart, it would be a lot easier. I probably was not always timely, and I did not always work as hard I could have.”

“It was very demanding, very demanding but I feel like that was expected going of a private school, and I think it is well-known. It matched with what I was expecting.”

Managing Finances

“Finances were also pretty easy because I did not have much money. It was the little I got from my job and then FAFSA and other student aid through the school. That was pretty easy to do. I worked at the bank, and I really did not have a lot of money, so when it was gone, it was gone. What I did discover though in terms of managing your finances is that if you do not have a lot, there is not much to manage. So I think that really encouraged me to focus and ensure that I got school work done. I think the way I was brought up beforehand, I never really saw a challenge in that. I paid attention to that stuff, so I did not find myself in a situation. In terms of managing finances, I remember that during my junior/senior year I got placed on the injured list. The reason I was placed on the injured list was because of my heart rate and cholesterol. When my roommate and I took our physicals, the doctor who saw us was like, ‘You guys have to come with me. There is something wrong with you guys. Your tests have shown that you are 40 years old. What are you guys doing?’ Then he started talking about everything and then he asked, ‘What are you guys eating?’ and I said, ‘Oh, we just normally do ramen noodles and tuna fish.’ And he said, ‘What?’ I said, ‘Yeah, we have this huge case of ramen

noodles and this huge case of tuna fish, but do not worry. That should not be the problem because the seasonings we do not use. All we do is boil the pasta and we sauté the tuna fish in a pan. We put it together, mix it, and put a little salsa on it, and we eat it.’ And he said, ‘That is not good for you. That is the reason why it is like this.’ So for the next two weeks they were monitoring everything we ate, and then once everything dropped down they took us off the list. So in managing the finances, I realized that there is cheap, and there is unhealthy. You can still get quality at a good price, but do not look for always cheap to save money because it will cost you more in the long run, and that is not good for you, and it might cost you some money. College is the most financially stable I have ever been. The reason being is because they give a lot of opportunities on-campus. If you wanted a job, you could have the job. If you wanted to change your jobs every semester, you could do that. There were scholarships available, and people would help if you wanted to find them, and for me in particular, it was not very difficult. Those who came from the mainland, the cost of living is so expensive, that if you chose to live off-campus then there is that. Since I am from the mainland, I stayed at home for a couple of years living with my parents, and I did not have to have that room portion to worry about—just food, and that was it. But there were opportunities. I know people who were getting free scholarships, and they were making bank, plus they had their Pell grant and you would say, ‘They pay you!?’ And they would say, ‘Yup.’ I did work during my freshman year. It was part-time, maybe ten hours a week; so I worked at the GAP, which was the only way I could shop as much as I wanted to since I had a discount, and that was helpful. My parents had made me save up money when I worked in high school summer jobs and babysitting and things. I had lot of money to pay for college for the first two years and a half. By the time I got to the middle of my study abroad years, I had run out of my own money. My parents were actually very generous and helped me with some of my tuition, books, and things that I needed. It was not anything I ever stressed about. I was definitely a little freer with my money than I am now just because if I wanted to do something, I could do it. One has to really think about ‘can I afford this?’ But I never took credit card debt, student loans, or anything like that. Money was never really a stressful thing.”

“I probably was not so good at that. I just hadn't figured it all that out at that point. I got better as I became older. The first two years were rougher than the next two years, but I just felt pretty broke all the time. We lived on campus for so long, and once your finances were filed, you did not have to deal with anything. So in that fourth year, you were at a disadvantage having to hook up the electricity and saw that you did not really know what you were doing and you were 21. I felt like that was a disadvantage, but they were helpful along the way. I was awful at it. I probably spent a little too much money on discretionary.”

Life at Home

“We were doing the transition. My parents had older children, so they had to let go, and we had to balance them letting go, but they are also my parents, and that is my mommy, but I am a grown up. Maybe once a week I think I called. I remember that I always had these calling cards because when I went to college, I did not have a cell phone, all I had was the hard line, which was probably the most simplistic time in my life because I never really had to worry about calling somebody. If you wanted to talk to me you would figure out how to get hold of me. But I had these calling cards, which I would use. I remember there used to be so many numbers you had to press in before you could just dial the number you are calling to get home, and after that aggravating process, nobody would be at home, so I remember that a lot. Both my parents worked, and there were times when nobody was there. I remember saying, ‘Geez, I have someone finally answering this time!’ and then I would say something like, ‘This is the fourth time I am calling you. Every time I call you, I am losing minutes.’ So that was always funny, but I realized it was a great experience because we kept up. My parents encouraged me and told me from the very beginning, ‘You are not staying here. You need to go out and experience the world at one point. More importantly opportunity is out there; not here. If you stay here, you are never going to leave.’ I guess because of that I was encouraged to go out there. ‘Live your life. We are always going to be here for you. This rock is never

going to leave. So you are not missing anything by not being here. You are actually accomplishing a lot by being out there,' they would say. It was fine. I had a lot of support from my family. If we spoke on the phone once a week, that was more than enough for them. It could have been different if they were calling and checking every single day, but they were really good about cutting me loose when time was up."

"My parents visited a lot even though they lived out of town. And the university had good programs for parents. They had parents weekend, and that was always a big deal. They made good events for it, and they actually had a couple of hotels around campus that parents could get a discount at. So it was a good set-up. I am the oldest. My sister was in high school, and my brother was in elementary school; there is nine years between us before my sister and I. I was the first one to go after college, and I was 30 minutes away from Chapel Hill, so my parents had a 30-minute drive. It was nice because I could be able to get home if I needed to, but I did not have to go home all the time. They let me have a little bit of freedom, but that is why I kind of wanted to go abroad because I did not want to be so close, I wanted to gain my independence. I always felt like they were there if I needed them, but I needed to figure out how I could do on my own, and so I did that. During my sophomore year, I was gone for nine months, and that was really good. In junior year, I came back and did all my classes and everything. It was always a good situation at home. There were times when they made me feel guilty to come home more often. It was never a bad thing; it was always 'we miss you.' That was kind of hard because when I was in college, they all moved to Long Beach, so they uprooted from LA to Long Beach and bought houses in Long Beach. At that point, I did not have a room at home anymore. Then also the travel time; every time I wanted to go home, it would be like an hour."

Health

"I never had a problem with health. I was really active, so I had good health. I was healthy. The university had a nurse office there, and they were helpful, and they referred

you when you needed to, and they tried to take care of things in house when they could. So they were very nice. I was always healthy. The university has a really good plan, and since I was under scholarship, I took full advantage of it. They had the gym that you could work out in whenever you wanted to, almost whenever you wanted to. You had to kind of work around those sports/athletic guys. But pretty much, you could work out whenever. They had tons of clubs, and they also had us do a performance thing, and it had something to do with dance, or everybody is learning one dance or another. And so you are physically active, if you want. If not, you can just cruise, I mean there is always the beach. So it was positive because there were a lot of activities to do. And if you wanted to go hiking, you just went hiking, it is Hawaii. And horse-back riding, there was a ranch right next door.”

“The time I missed my family the most was during sickness for sure. It sucks. When you are home and you are sick, mom will always take care of you. Mom will provide you with everything you need and makes you okay; something like my grandmother would do. When my father was sick nobody made any noise. She made sure that people were quiet, and nobody is going to bother you; but when you are out here with nobody to do that except yourself. So here, the sick guy has to go over there and pick up medicine. You’ve got to figure out what to do and the worst is when there is no one. It is just horrible. I had the misfortune of every year—except I think, my senior year—I ended up fracturing my ankle. I do not think it ever completely healed during that time so it was constantly fractured. It was always during practice so they would be like, ‘well, it is not a break, it is just a sprain,’ so I could wrap it up and still compete. When I was at practice or tournaments, I was always in a group, and I remember one summer, I was at practice and doing my vertical jumps, and I am in the vertical jump and then I landed, but I did not land straight. I landed on the side, and everybody could hear that break. So I knew I needed help because I could not get up. They helped me up, and practice was over, so I just went home. The next thing I know I woke up, and it was swollen to the size of a baseball, and that is not good. My buddy took me to the university

doctor and he just left, just dropped me off. And I was thinking, 'You should have stayed. Why did you do that? We are family?' Then all of a sudden I realize, no, we are a family, but at the end of the day, I really need to take care of myself. Practice is at one corner, and I could not get hold of anybody there to pick me up at the hospital. I had to walk the two miles to practice, and I did not have crutches or anything. They just took the x-rays and everything and said you have a sprain and all that. So I ended up hopping on one leg the entire time. I would take a break and then just hobbled to get over there. Then finally one of my buddies is driving down the road. He saw me, pulled over and said, "What are you doing?" I told him the whole story, and he asked me, 'And Craig just left you?' And I said, 'Thank you! I thought it was kind of rude, too. He just left me, and I am going to practice. I hope someone will be there and will pick me up.' He said, 'Do you have a stick? You can jump in.' So I was very happy. I remember that when you are sick, and you do not have your family by your side, that is when you truly realize you are on your own."

"I was very overweight at the time. I used to be about 285 pounds, and I was drinking too much. I was not happy, my mental health, accepting this, that was definitely a driver in me not being very healthy. When I went to school I definitely overindulged at the buffet in the dining hall. I gained weight for my first semester, and I was so freaked out that I decided in my second semester I was not going to go for the meal plan, I would just eat in my dorm or get my groceries and try to eat healthier. Then I would work out a lot with some of my friends; that was kind of a hard thing to do, and I procrastinated a lot. I am pretty active in general, which is good. Then I went to Italy, and being 19, and going to a country where you can drink, I probably was not as healthy because there were a lot of times where we would binge and drink a lot of wine. Just going out and drinking a lot. So that was probably a little time when I was not very healthy. Then junior year, I was not 21 yet, but still partied probably too much, and then senior year got back on track, needed to be more responsible. Living in Portugal, there were a couple of times you enjoy wine or something but nothing crazy. I think my weight kind of stabilized after that first semester; so I was not really worried about that. There were ups and downs."

Commuting

“I was really close to campus. Commuting time was quite at a minimum I would say because everything was nearby. Besides, going home was just like eight minutes away. School was literally like three minutes away, and everything else is on campus. I barely had to commute. So that was one of the perks of living on campus three years and living close in that apartment. I was not unique in that it is almost like a scene in the movie where people are always scared about integration. All these people were coming over and walking. That used to be the scene in the morning because all you would see are all these kids with backpacks just walking up to the borders of the campus. The university has a very good campus; you can get anywhere in 30 minutes in walking or by bike in ten minutes. So it is a really well-built university campus, very positive. The dorm was located on campus. Literally a block behind the dorm or two blocks behind the dorm was the house. One block behind the dorm was the apartment I lived in. So I was always in walking distance. My moving to those places just literally added one more or two more blocks. My walk from my dormitory or my frat house to my classes could not be more than about four minutes.”

“I walked to class during my first year. I walked my second year. I took a bus during my third and fourth year. I was always very conveniently located to the campus, and actually when I lived off campus, after class, after five you could park on campus pretty easily. If I or my roommates had to go to the library, we could drive back. Transportation was never really an issue. It was very helpful and good.”

“I like to drive. I like to be in a car. So the 30-45 minutes to drive from my driveway to the parking lot at the university just became a part of life. I would walk sometimes, but if I knew it was going to be a long day or evening I did not want to walk back in the evening, even though it was like literally two blocks from the library to those apartments. Sometimes you carry a lot of stuff, like whenever you are going to go set up in the library with snacks and everything, so I would just take my car. But if it was just a

quick class and I could come back, then I would walk. So compared to here, it is like me going to work, but there, 45 minutes is a long, long time. That is like half the island, going up half the island, or a quarter of the island. And the speed limit is like 35, so you can really only go 45 unless you want tickets. So if you think about driving 45, which is very slow compared to here, it was in hindsight, no problem. At the time, it really felt super long. It depends on how you see it, and that is why I gave you the explanation. If you are from here, you would think it is easy because you do that every day for work. I live close, you know. That is how I feel. When you have an island, not so much.”

Work

“I enjoyed the job I was doing. It did not pay great, but it paid sufficient for a college student and was real adaptable to my schedule. It was a good job. The bank teller job was a good job to have in college. It was very structured. From this time to this time, very stable. I worked for part of the time and that helped relieve some of the financial burden I had. They were not forever jobs. Work was good because there was place to work and in a good environment, but not super positive because it was limited in a sense that there was no moving up there. I could have worked in town but that is another 45 minutes the other way to the city. But it was overall positive. They gave opportunities if you wanted to do that, and they were very flexible.”

“I think that anyone who’s a varsity athlete--that is a job. 5’o clock is practice; you have 3 hours so 5, 6, 7. 7:30-8 you go to class. You have lunch, and then you have to be back for afternoon practice. Somehow between that, you still need to do work, and the trade-in is being an athlete, they give you a scholarship, and they pay for your college. It is a contract; I am going to give you my time and labor, and in return, you are going to pay for my college and books. Anybody who is a college athlete, you are working. On top of that, I also worked with the business school, and they would have me do their decoding. I had the greatest, greatest guy. It was interesting because he was in charge of the marketing tasks, but he was also on the Board for Ethics on Marketing, I guess for the

nation. So he is having this whole conversation, and I do not remember what happened, but somehow I said something, and he looks at me and says, 'That is a sad state. You cannot be thinking that way. People are good and we are going to help one another; that is how you have to view life.' I said, 'Sir, we must come from two completely different worlds. The place I come from, you've got to watch your back. There is nobody else who is going to do it.' He looks at me and says, 'Maybe in Mexico where the real things are but here in the States...' So I told him, 'I have visited Mexico quite a lot but just so you know in case there is any miscommunication; I am a U.S. citizen, but as you say, we are all going to help one another, but it is amazing how we assume things about others.' So he is like, 'Okay.' Afterwards he says, 'I want you to come talk to me after class.' So I go over there and he says, 'I have got a job for you.' This is part of what I am doing research for. Companies come to us, and we use the students as research subjects. They take these tests, and I make people do these codes, and I decode it and hand the whole thing in. If you have no problem having a conversation like that in public, that is the type of person I need. So the job is yours. For two years, he gave it to me, and I would do it. I remember he kind of got used to it. He asked me, 'How long would you take to handle this?' and I said, 'Boss I can do this in about 30 minutes. It is not hard. I mean it is all Excel. To decode it takes 30 minutes.' He said, 'It takes an hour-and-a-half to go through that. These are long projects. You got to make sure that you using your full ability. and that we are paying you appropriately.' He always made sure that I was taken care of and getting paid. That was great. And when he no longer had that position, he made sure I found a job with another professor again, doing exactly the same thing."

"I would say that at one time it was little too much, because I had like two part-time jobs and an internship. So it became a lot; so I would say neutral. I would have preferred not to have to work. I had two different jobs, I think it was two, and one of them actually was for the university. It was for the school newspaper. I sold advertisements for the newspaper, and it was actually a perfect job and just required a lot of time management, because I could work in between my classes, and I could work

outside of my classes. I did not have a set schedule. It was more of here is your quota, and anything you meet above that is plush. It paid well. I made a lot of connections on campus with the different organizations that needed advertisements, and I was kind of able to manage my own time and work whenever I wanted to work. It was just a matter of keeping up with emails and calls and that kind of stuff. It was actually a great experience.”

“I only worked during the summer and not during school. There were very, very few job opportunities. I am not sure how much I would have availed myself of them, as far as summer work and things like that. I worked in factories in Detroit, and it was a good life experience to see how people live, but it was not a good...it did not help me as far as advancing myself. I never had to work full-time; I always had part-time jobs. I did the GAP. Sophomore year, I did not work, and in between, I was a lifeguard and taught some lessons; so that was two summers after freshman year, sophomore year, junior year, and after senior year, I came back here again. It was always fun working, and then I worked at Banana Republic at the end of college. There were times it seemed like I needed to work.”

Social Life

- ◆ Campus Activities
- ◆ Dating
- ◆ Entertainment/Events
- ◆ Hanging out with friends
- ◆ Intramural Sports
- ◆ Partying
- ◆ Relaxing
- ◆ School Sporting Events

Campus Activities

“I did not participate in too many campus activities. I was in one club but not much else after that. So I think they were there, if I had made use of them, but I did not make use of them. I did not have any problems with the activities. I just did not do much with the campus activities. The stuff I went to was related to our building and church activities that might have been sponsored by our church or congregation. I did those, but I did not branch out beyond that the school had to offer. Sometimes they would intersect, those two. I would go to a campus activity as a church or congregation, and I think I did some other ones periodically, for a game or other stuff like that. I did not have much to do with them, but I did not have a problem with them. I had plenty of resources. I probably could have been a little more involved with things like volunteer work. But I was socially active because of the dance and cheer team I was on. We still had Greek life and I was very active in that and in a couple of other organizations. And I thought it was really good. That was really the only one campus activity that I was involved, and it was the sorority that I was eventually became the president of. Running the sorority, that took up a lot of time because basically you are always with them, you want to be with them. You are having meetings with them, and you are having meetings about them. That was every hobby I was going to have, that was it. I feel like some people were very much for it, but some people were very much against it. Either way, you did not feel pressure from either side. Everybody kind of did what they wanted to, and you did not hear the people that were not Greek, you did not hear them really dislike the Greek life. Because we were so involved and did give back to the community. I think it kind of showed like, hey we are not just an organization, we are actually contributing back and doing awesome things. So I think that kind of helped neutralize it. There was a full range of programmatic

activities that were in place for student life. You think they were fine for the sort of university it is and the size of it. They were engaging. I always knew what they were. And I was engaged in them. I played a lot of baseball and got involved in all this community service, so you could not imagine a place that could not offer something for you, so very positive. They also had campus activities, if you wanted to be social, you could be, if you did not want to, you did not have to. I would say positive, even though some of them were kind of, it was like a friend who is not super-rich putting on a party...I mean it is an activity to go to, they had off-campus parties and stuff too. And overall, if you wanted something to do, there was something. It was really easy to have a good time but not get into trouble because you are living in a bubble out there in the University, which is built for that. I was pretty involved with whatever was happening. They would have movies on campus; I would go for those. I tried to be active, involved, but it is like everyone would find their niche; kind of did what you knew. I worked with these cool people. Because it was on campus, I could go be there. While working on my paper, it was really interesting, and it kind of opened up different ideas for me and different people I heard about. I went to a lot of sports games. The university has a basketball team and getting free tickets was really fun. I would go for as many as I could get tickets for. We had a lot of team spirit there. We would go for football games and basketball games and whatever we wanted to go to which was a big thing. They would always have lectures or different guest speakers coming over. So whenever I could I would go for those or different screenings because being in a large campus somebody was always planning some event which was cool.”

“Honestly I did not have the time for it. It was a great and very sheltered social life at the university.”

Dating

“I think dating was great, too. There were a lot of opportunities through how the church had it set up in our area but also in classes and stuff like that. I dated girls just in

my classes. That was interesting mainly because of the way I looked, and once they heard my name, it would be like totally different. One time I was told someone could not date me because I was not white. And I thought, well, I do not want to be with somebody who is white. It was interesting; I mean you have to keep your mind open; I was coming from El Paso. The majority of the people there are Latinos, not to say there were no Anglos. But, I went into a place where all of a sudden I was a minority; I mean I cannot tell you how aggravated I was to have people say, “You speak English so well.” I remember thinking “I speak English better than you do. I may not write it better, but... what does that have to do with anything? Why would you say that? You do not say that to the guy that is next to you.” So that part was crazy, especially if I was ever just there, just a one-on-one it was always like, “Hey, how is it going?” But there is always this kind of hesitation to introduce them to the other people that they know. I guess I did date some in the first two years but not wildly. I think there were some weird undertones of the kind of place it is. Dads sent their daughters there because it was a sheltered place, and it really is not. I had fun. You have only 2,000 people so word gets spread around pretty quick for those who are just there for the summer or in for a couple of semesters, and they are going to another college or something. It must have been great, because then you could date everybody, all the girls, all the guys and then you are out of there. If you wanted to stay, you could stay, if not you could go to another college or something. Personally, I did not want to. I had a position at work that people may have perceived as doing favoritism, so I did not really date people at work, and that was like half the campus. I really only heavily dated maybe my senior year, and that was when I got married. It was good, because you get to know all different types of people from all over the world. It is fun, you kind of get that culture shock, and it is always fun to hear stories. As long as you are upfront with things, it can be fun.”

“I met my now husband, my freshman year. We dated through college. But I would say for the rest of my friends, since it was such a small school, they had trouble with dating. People dated but not really committedly. They would just date on and off

and then it was harder, but we do know of quite a few people who did date and then end up marrying. That was a really good point about dating. There are some low points as well. I did not date a lot until my junior year. I did not really date a lot in my junior, either, but I did not date anyone until junior year. I dated this guy, and now I wish I had not dated him. He was in the fraternity, and one of my friends from Italy was dating his roommate, so she set me up with him. I would say our relationship was not very healthy. He was just not very respectful, and looking back, it was one of my worst points in college, but I can counter that with meeting Nolan, which was the best experience relationship-wise and dating. We have kind of a unique story, but our parents knew each other when we were little. He came to grad school there, and my mom got him a Christmas card saying he is in grad school, and so she said I should go have lunch with him. I said no, I am not going to, and finally, I gave in. She said, ‘You did not look him up in the directory?’ and I said, ‘That is stalking. I am not going to do that.’ I ended up doing it later on because I thought what the heck, I am going to graduate, it is no big deal. Then we met and that was really great and we started dating right before I finished college. I would say that probably outweighs the negative.”

“I did not do any dating, and that was just my experience overall. That really did not happen at all because it just was not a part of my life at that time. That is something I stink at generally. Not that there were not nice people. I am sure but... For me personally I had a girlfriend back home at the point of time, so I did not get to date much.”

Entertainment/Events

“I think there is plenty of stuff to do. I would go up into the canyons, go hiking, went skiing. There were movies; there was a bowling alley at the campus. We would go out to eat at restaurants. There was a myriad of things we would do. We would do stuff outside in the summer, intramural activities. You have temperatures when you go near the beach, and you have snow. San Francisco has got a very lively downtown with a great music and theatre scene. If you wanted to go to the beach and camp you could do that thirty minutes away, or you could go to Tahoe which is an hour away, for snow and

skiing. There was just a lot of stuff. There were movies. I do not think I went to any concerts, but movies and going out and things like that. I mean, normal, movies, going out, dinners. We kind of lived in that university bubble, and we did not know other things. Unless you were from the San Antonio community, which I was not, you do not know what is out there. I do not think the university did a good job of advertising that. I do not think the city did a good job of coming in and saying, look at all these things that you can do. You know, you are so close to downtown, there were so many things that I did not even know about, and we were so close. I remember driving one time to the north central part of town for a job appointment, and I thought I was in another city because I just had never left that little bubble. Some people do not even bring cars because you live on campus. You kind of are in that little bubble. But it would be good if they kind of advertised other things that are going on. I like to hang out with people, and if they want to do stuff, they can do so. There are a lot of social events. But if you were not into dances and you were not into like... being in a culturally diverse club or something like that, you would probably just stay home and watch movies or be on your computer or something like that. So people might rate that negatively, but that is just I think personality. But it was good. Entertainment mostly seemed to be going to the movies or going to Franklin Street, which is where like all the restaurants and bars were in Chapel Hill. So there was not a ton of diverse things to do. When you are younger, you discover you want to eat on Franklin Street, and when you are 21, you can go out and drink on Franklin Street and go to bars. I would think that it was a little better that I was a little restricted from being on the streets because that pretty much kept people out of trouble. It was walkable, and people were safer that way. I was at a lot of those school events, because of the Greeks, the sororities, the fraternities, cheer, and dance. It was unbelievable. If you have never seen One Third John Mile, you are missing out on a lot because it was such a large university. I got to see The Life of John, I got to see The Roots. We saw Ludacris, 50 Cent, Jay Z. The school would put on these huge shows. I remember for one of them the line-up was so big, actually, we found out that in Cleveland they were running commercials on the radio which the school had never heard

of. There were charter buses coming down here for this party we are not invited to. So they had to cancel, and next week they said, “It is back on. There is plenty of time.” Your tickets are still good, but you have to show an ID to prove you are students. I had seen live music before, but it was just such an experience. It was just colleagues, friends, student bodies just singing songs, it was a blast. It was fun. They did not bring the hugest names, but they brought some.”

“There really was nothing there. There were no sports. I mean the sports were like high school level sports. It was a very small campus; we called it a ghetto. There was nothing there to do. We did not have that many that were school hosted. I remember we had a big event once we started school in August, the first day, and that was kind of more for the freshmen, but you know everybody was invited. Other than that, they rarely did anything that was for the whole campus. It was very much either driven by organizations within the campus or nothing for a couple.”

Hanging Out with Friends

“The guys in my apartment and I hung out a lot. We were friends and so that was also stuff we would do, and we would probably do a lot of activities like shopping together and go get our groceries for the week. Any combination of us would say, ‘Hey. I heard about this thing, let’s go check it out’ and ‘Our church is doing this thing,’ and we would go to that too. There was definitely hanging out with friends. I made some life-long friends. These are guys that we still see each other very regularly. That is the most memorable and positive experience I have had so far in University. The group of four-five guys that I met in freshmen year in my dorm came out to be some of my best friends I was with all four years. There were movies and lunches and dinners and even in between classes. We would congregate around the same place every day. There was a sense of belonging and community and things like that. I had a good group of friends, and I think it seemed like the majority of people that I met and made friends with at university were very like-minded. Everybody was an individual personality, very

opinionated usually, but we worked hard, we played hard type of thing. In that sense, I think everybody got along well. I had friends from high school when I came to Carolina, which was my immediate group. My best friend went there too; so that was really great. I made a lot of friends in Italy and I came back to Carolina with them, so that was neat. I would say that was a big majority of what I did when I was not studying that kind of stuff or working. All my friends were nearby, so we would go to parties, and they liked to go to LA. So they liked the fact I was from LA, we would drive an hour to go out in Hollywood, we went bowling, movies, shopping – a lot. You usually made friends at work. Everybody was kind of centralized in a sense. You either hang out at work, or you hang out at school, and they had places where you could hang out, and it was a pretty safe environment. The worst was like someone gets beat up. You did not have to worry about guns or someone getting knifed or anything like that. So you could hang out wherever you wanted to, it was cool. Ninety per cent of my friends were on the team, as well, and so we practiced, studied together, and on weekends, just hang out and play video games. We would go out for parties together. When I was there and I heard somebody speaking Spanish, I would get so excited, I would just run over there and start talking. One time, one of my buddies reminded me that I told him that Mexicans and Puerto Ricans do not get along. Whenever I heard somebody, I would always ask them where they are from, and my buddy knew that. I told him, “I cannot say how many times my friends back home are complaining about every other Latin group out there. So I am so excited here to finally get to speak with someone in Spanish, and it will be okay if they are not Mexicano.” That was exciting—to finally be able to speak to someone in Spanish. That was always a blast.”

Intramural Sports

“I actually was not a spectator much, but I did do a coed softball team, and that was fun. We won our division or whatever it was, and I tried to do a running one. It was a personal one; you were supposed to run a certain amount in a semester, but I did not finish that one. There were a lot of them—a variety of activities, so I think that was a fun

thing for most of the students who participated. I participated and had a lot of fun. There was indoor soccer, basketball, and I think there was ultimate Frisbee. There were lots of offerings in intramural sports. I appreciated that much. There is so much variety; anything that you wanted they had. I played basketball. They had anything you could think of like soccer and volleyball. I think there is just something for everyone. I definitely enjoyed it. I would put water polo over the top. There were opportunities to do basketball and all kinds of other intramural sports, but I am not very athletic, so (Laughter), I observed many intramural sport games, but I never participated in any of them. I did attend a lot of them. I did not play them. I was on the dance team at the university a couple of years, but it is not considered an intramural sport. But my sorority actually played a ton of them. They were definitely available; I just did not play them. I would go watch and support. I just never played sports. I just did dance. I kind of kept doing what I was doing. What we did do was every Sunday I remember when we were not in season, the team and some of my other friends would spend all Sunday playing soccer. It was great. We called ourselves the United Nations.”

Partying

“Partying does happen in college, and yes, I did do mine. I was not too extreme. Some people would say I should have done more. I had fun when I went out, and I did not when I did not. Partying was good but probably not the best partying school. It was enough to satisfy you. It was a good balance of you work hard and you play hard, and it worked. Everybody did very well in school. That was obviously a priority, but you can have fun. I had fun. There were these international Greek organizations that threw these crazy parties every weekend at the university, and they rotated on a weekend basis. I went sometimes but not as much as I got a little older. I kind of realized that I did not want to spend my time doing that. I do not think it’s conducive to what they are trying to pull off overall. In my freshman year, they had this moat party that comes to mind because they build this moat around the frat house, and they would say people could get onto the moat if they want. It was so gross but then at the end of the school year everyone

was drinking and I ended up falling in the moat, my favorite memory. I definitely did a lot of things in freshman year because we all were drinking before we would even go out; I know you are not supposed to. I know that was definitely not one of my finest moments and then in Italy partied a lot. In junior year, I kind of toned it down. My 21st birthday was a little crazy. We did take a cab; every time we drink we would be smart about it. It was good being close to the bus, so you could take a cab easily. At least we were responsible, that is the best thing about it. It was a lot of fun, but there was definitely some negative times in partying, too. I would say that people always compare and take much pride in what they did. Nobody ever believes the stuff we did to the scale that we did it. Mind you, these were just house parties, and some of them would be like, 'Hey, we have a keg at our party,' and I would say 'That is it?' At minimum you need to have 5 kegs at a house party. The first party I went to we ran down with refreshments. I was there with my buddy, and this cop car pulls up, and the first thing I think is 'Run!' So I drop my beverage and just start high-tailing it. As soon as I start doing it, my buddy grabs me saying, 'What are you doing?' I said, 'Do you not know? Cop. Run?' And he said, 'Just watch.' The cops pulled up, walked out and opened the back door letting kids out to come to the party. They said, 'Hey guys, what's up? How you doing? Be safe and have a great year,' and then they just took off. I thought 'Wow.' I was by no means expecting that. A lot of times we would have recruitment parties where you had students you want to bring over there so we had to. And they were kids; all they wanted to do was party, so we had to throw a lavish party with different sports. We had them talk to different people, showed them who they are. If it was good-looking girls, we tried bringing in some good-looking guys. If a guy saw a good-looking girl he would be like, 'Look, sweet.' Everything you could ever want was there and it was amazing."

"In the normal sense, our church is voted stone cold with our university, which is private through our church, and is voted stone cold sober. It's number one in some magazines, and partying in the traditional sense we did not do, but there were a lot of activities; a lot of non-alcoholic parties that were had that I was aware of, but I did not go to all of those because I am not necessarily social. I went to church school. There was no

drinking or drugs or alcohol, generally. You could go to a party that had that, but sometimes that gets out of control, so the cops would show up.'

Relaxing

'I like to relax by being at home; that is why I liked not living on the northwest side of town next to the university where all the apartments are and the dorms and all the kids live and being around them because I could leave all that and leave where you run into everyone. I could leave all of the people and go home to normal people in a normal neighborhood and not have to deal with any of the drama. If I was going to be involved in any of the college drama I had to go to it. I remember one of my apartments had a pool, so we would go hang out there and relax. It was definitely not a lot of relaxing during college, but there was some. When I got to travel in Italy, I did get some time to relax. The university is always ranked for the happiest students in the country. The weather is relaxing, the atmosphere is relaxing, and the students have a very easy-going attitude. I was relaxed, I think. I used to stress and feel that the lines were blurring in high school. When I was in college, they were not there. I think college in itself is pretty relaxing. I do not think it is stressful.

There was not really that much time to relax. I do not think I ever sat, like sit and take a breath. I do not think it occurred to me throughout the four years I was there. Every day I was doing something. You were never outside of campus, you were always just there and constantly reminded of stuff. That also has to do with my personality, though. I'm just a little high strung, that is all. I know they had a whole counseling center where you can go to relieve stress or learn techniques for studying better. Depending on your schedule, there was stuff in between classes you could do. There was stuff personally or socially that you could do that were relaxing too."

School Sporting Events

“University football is the best sporting event in the world. University football is real football. I mean it is amazing. I remember people who had some friends from Israel and Germany come down who had never seen football before, ever. I remember the first game, one of them asked ‘Why do you guys stop the clock? The clock should be going.’ And I said ‘I hear it, I hear it, but I guarantee you that by the end of the year, you cannot wait to next season.’ And I was right. They were talking about it, they just got all into it. It was not just about the sport as much as bringing the whole community together as one cheering on this play. I went to lot of basketball games, football games, and baseball games. The athletics pretty much supported one another. If you were a football player, you still went to baseball games to support them. It was also like-minded people; they are all into sports, and they support each other. When I showed up as a freshman, we did not have a great football or basketball team. By the time I was senior, everybody was doing well, so some highs and lows. I went often. We have a very good basketball team. Every university has this sixth man where they are cheering loudly; everybody is wearing the same shirt to be part of that. So we were part of that, me and my group of friends. I got to go to a lot of different events, and some friends were playing football. We had basketball, and we had a soccer team, basketball team, soccer team, and then we had a water polo team. But I did not go...watching guys swim around was not my thing. You would have probably enjoyed it, but me, not so much. The guys were cool. We had a couple the first year that they had it that did pretty good. I was not really interested in all of those. The university has tons of different sporting events. My roommate was a fencer. They had pretty much any sport you could want. We would go to a baseball game sometimes, but basketball is the biggest. They had a lottery for tickets a lot of times. You had to get up really early or some people would even spend the night waiting in line. They changed the system a little bit later in undergrad where you just did everything online so everyone could be in. People got mad, as you did not have to put in much effort into it, and it was a big dramatic thing. It was so much fun. Then there was playing sports; I played basketball, and there is intramural water polo that my roommate convinced us to play. It

was really fun. We actually won the intramural championship; so I have a t-shirt that says we are the champions. She actually played water polo for the club, and the varsity team knew that if you had a club, swam or played something in high school, then if you wanted to keep up that and be active, you could do that. So there were tons of sports. It was just very active at the university, cheering for teams, and you can get in the paper every day and see who is doing what.”

“I really did not go to too much of those either, but again it was not because of lack of opportunity, it just was not my thing. So I did not have any problems with it—it just was not my thing. At the time, they only had the basketball team; that was the big one. I went to a couple of games. It was kind of like ‘eh.’ It kind of sucked. We had fun trying to support them, but it was hard when you lose all the time. We did not have much of football, but that would have been good.”

Academic Life

- ◆ Faculty
- ◆ Bureaucracy
- ◆ Classes
- ◆ Studying/Homework
- ◆ Growth and Transformation

Faculty

“The faculty was great. I do not think I interacted with the faculty as much as I could. I probably could have done more, but I did not really talk with a lot of faculty. Because of my own lack of initiative, I think in my undergrad I did not get involved with some of them. Some of them were difficult, and being in a large fraction of the classes where there are hundreds of students, it is hard to get a hold of the faculty member. I am sure at the time I thought they were all perfectly nice people, but there was not one particular faculty member that stood out, or I was overly impressed with. They just seemed nice and knowledgeable enough to provide instruction on the topic. I think overall, in general, they were probably good, but there were some professors you could tell are not really happy teaching, they would rather be doing the research. So with those professors it was always a negative experience. However, there were others that really put in the time and cared for students. I do not know if that directly affected the students and they trained themselves to put themselves in their faces and saying, ‘No you are going to teach me. You are going to help me. I need more.’ I do recall there were three instances that I would call probably negative experiences with the faculty. We were giving a presentation, and the professor automatically, instead of giving us higher marks, gave us a ‘C.’ And I remember saying, ‘I am confused. Why did we get a C?’ And she said, ‘You did not mention any of these items.’ And I told her I did mention the items and she said, ‘No, you did not.’ So I said, ‘Maybe I should apologize, I do not understand. The assignment was a presentation correct?’ She said, “Yes.” So I said, ‘I needed to make sure that the presentation addressed these items. You never said to have these items specifically spread out on the PowerPoint. Here is a copy of what we wrote. Everything that you are saying we did not have, we said. I thought the purpose of a presentation was for you to get in touch with what it means and not for you to be reading a PowerPoint.’

She said, 'Well, what are you going to do about it?' I said, 'Well I will be right back. Just wait.' So I went straight to my athletic counselor and told him what happened, and so they made phone calls and started calling her. Then we get a call back and she said, 'Okay we are going to bump up your grade.' Later on that day, I am back at the study center where all the students are, and the head counselor says, 'You know there are a lot of professors who hate you because, first of all, you do not just take it. You probably give it to them. If you do not appreciate their decision, you either go to their head or you come to us.' And I said 'Well, is not that the way the world works? Am I supposed to sit back and take it?' And they said, 'No, we are just letting you know to be careful. Some people do not like you; others love you. Others think that you are using the system way too much.'

"I never really had any issues with faculty, and they were really helpful, too. The Public Administration Department was really small, so they obviously knew who you were. They were there before hours, after hours, whenever you needed them to, and that is just another perk of going to a very small school. The largest class I took when I was a freshman was maybe 35 people, 40 people max, and then once you are into your senior classes, and you are more into your major classes, I had some classes that were 8 people. So we would just do roundtable discussions, and it definitely put more pressure on you to make sure you were prepared, but that is good. Overall, the faculty was great. It was the kind of place where if you did not show up for several classes in a row, they will call and email you wanting to know where you are. They are engaged in you continuing your pursuit of knowledge and the learning environment. Faculty at the university is really strong. I never got a really bad impression about professors that were too distant, and as I mentioned, teachers are really great at making it intimate. I had a great adviser coming in with whom I can stay in touch with as much possible during the four years. My first year, I had to take a seminar they have especially for first year students, and that was really great because of the smaller class. I had maybe 15 people in that; so we got to work with the professor very closely, and that was good. I also had classes which had 400 people;

that was my biology introduction class. In those cases, you work more closely with the TA, and there is less interaction with the professors. In some of my other classes, they were just run by TAs. I always felt they were accessible. I think they were willing to help, but I never probably capitalized on it much until my junior year. Maybe it was my freshman year, I do not remember, but I took a class, and it was the first thing in the morning. The professor was so great, and he was really willing to help people, and I really struggled with that class. He was very patient, and we had thesis, as well. He was willing to have office hours for students, and I definitely met him a couple of times and asked questions or just emailed him. I had a really positive experience with him. Once I got into my major classes, later on, they were smaller, around 30-40 people. The professors were really very accessible, even if they are all thriving economists. They were very positive, since they loved what they did. And they tried to kind of help me love it the same way, but sometimes those classes were not exactly lovable. So it was really dry. They would help you as much as they could.”

“While there might have been faculty problems out there, I learned how to use the system. I learned the politics of how to get things done for oneself. My school was in financial straits, and it had to lay off a lot of the faculty, and so when I first got there, there were quite a few faculty members who I enjoyed and I wanted to take classes with. But by the time that I graduated, they had shrunk my department down to three people. And I had to take a lot of classes I either did not enjoy or with teachers I did not appreciate.”

Bureaucracy

“I did not try to jump through any hoops, but I did recognize some classes where it would have been hard if I would have tried to. So I did not try. I do not know that I had too many experiences with the bureaucracy other than making a payment or getting a form filled out. You have to go to this office, and then you had to go to this office. So those were the experiences with bureaucracy that I had. But I was fine with it. I do not really have that many experiences with it. It is an interesting way to think about it, and

now I think probably there were a lot of processes looking back. I am just a girl and this is the way you do it. Like for graduation there were many steps you had to take and you had to go and be with your advisor. It seemed more like a check off the box kind of thing. It really did not seem too difficult. I did not feel slighted by the system that was in place. It was before there was online registration and classes, so we registered in person, and we went and stood in line, and that can be annoying, but it was something you dealt with. The bureaucracy was not that bad, but it was just that you were on island time, and so getting from here to there could be faster for a person, but I would say the process is slower. People are like kind of, oh yeah, I will get that in, I will turn it all in at the end of the day when I am on my way out, instead of, I will turn it in right now. So it's the culture—if you live there, it is normal; if you do not live there, it takes forever.”

“I would say that there is another part of bureaucracy that everyone can relate to. The football players always get the better stuff. This is true even in sports. I mean, when we went out to tournaments, we got 20 bucks, and that is it. When they went out, they got steak and lobster dinners. So there is a huge differential; so I think that showed me you knew where you were, and in order to get those bigger perks, the first question is, ‘What are you giving back to the system to get those perks?’ I really learned that and just learned to honor that. It is fencing; nobody will ever think twice about it. But because we won championships, because we were able to bring all these top students in, because all of these students were hitting high grade marks—straight A’s—we got better treatment than you would have, say, if you were on the pistol team, or if you were on the tennis team, but that is because we won.

The school was very poorly run. The school had its own financial problems and did not treat students very well. I was in a sorority there, and they were very much against it at that time. They were trying to transition into not having sororities and fraternities on campus, not having Greek life there. And I think there is a not a lot there,

so I think that was one of the things that attracted a few people, and made social life also happen and made the university what it is, not just education, but also an experience.”

Classes

“Classes were great; the sizes were manageable. In my freshman year, I remember experiencing a big class, and I also remember experiencing a small class, and both of them were pretty well received, well-managed. I liked a lot of the classes. I liked the variety. I took a lot of different classes in trying to figure out what I wanted to graduate in. The timing of them was somewhat difficult in terms of my schedule. But most of the time, it was fine, and I liked a lot of the subject matters. Overall I was pretty happy. I enjoyed my classes. Faculty always asked for input and I just never gave any. But I liked to listen to all the smart people talking, so it was good, and they gave an opportunity for people to speak, and they managed the conversations and discussions. Class sizes weren’t huge, especially at the university in Hawaii, the whole campus was like 2,000, so you did not have a lot of students in your classes. When I went to my grad school, I had these classes where there were like hundreds of people, and I was like, ‘whoa!’ At the university, I think the biggest was like 50 people. And even then it was small compared to others.

I really liked my classes. There were definitely a couple of my favorites, but I think that I had to take a lot interesting classes, and the way that was structured, you took humanities and general education classes for the first two years. You can declare your major earlier, but most people just took their basic classes. When I went abroad I was able to get a lot of those classes taken care of because none of them would have counted for a major. But it was a good experience to get some variety. I took an Italian class instead of a Philosophy class, so that was really neat to get to do that. I liked my economics class professors, and I really liked the subjects that I took like Family Economics class, Population Economics, things that were maybe not completely what I had been aware of until I got into the major. The classes I did not enjoy were because

those areas were not my best subjects in high school either, like biology, finance, management sciences, but overall, I did enjoy my classes, especially when I got into my major, which is marketing. I liked the fact that if you were concentrating on Public Administration you would have to take business classes as well; so it was a really good balance. We had some professors who were actually in practice, so that helped a lot, their real life examples brought into the classroom. Some of the professors I had, I remember one, he was sort of linked to the National Geographic magazine and all that. So you know they were recognized for their work which made it more interesting. I had some really awesome classes when I was there. They were great classes. Some of the offerings you can have at a small place are obviously very different from a large state-run institution. I had tons of classes that were around philosophy that were very new for me. Coming from where I came from, a small school, a small high school that did not have those pursuits. They were all very thoughtful. I think there are two types of classes. I know you know this, but the first class is the 'readout' class. I would take a few of those, but I used to think in a class of five hundred people, there is no way this guy will know who I am. Not getting there on time I had to sit in the back, and I would think, 'Why am I even here?' But then there were these classes where there is one-on-one, but that is when it has got to do with your major. Once I got into my major classes, I probably had max 32 people in the class. I got to know my professors better than in some of those prerequisites. My experience was probably better because I did not have to take many of the 500 classes because by the end of by the first quarter as a freshman; I was already in junior standing. Related to what I studied, I would probably say even though it is kind of crazy, our last class—our capstone class. Super hard, ridiculously hard class, but in the end you kind of feel accomplished, so I would say it was that. It is called Financial Policy. And then I took another class, an urbanization class, and we actually had to take the bus around town and look at the different zonings and how you can go from a section that is very urban, into a section that needs some attention, and the zoning is just kind of different, and some people disagree with it, but it is what makes our city. It was pretty neat. There was a sociology professor that I had a really great relationship with so I felt very engaged from

the faculty side. And also the content was interesting. I am interested in a lot of things, and so it was sort of refreshing in that way. It varied tremendously. I took a lot of courses that I really had a lot of interest in, like Urban Policy and things like that, and geology and things that were of genuine interest to me, and then I took—I had to take—I went to a liberal arts school, and I had to take a curriculum that had a lot of very liberally-oriented courses having to do with gender and courses that were more based on people's opinions, and I did not appreciate those too much. The Urban Policy professor that I enjoyed was let go.”

Studying and Homework

“It goes into time management and habits. They were forced on me because I was playing baseball at the same time. I had to get everything done either late at night or waking up early to turn things in. My study habits were pretty much forced on me because there was no really other way to get around not doing anything. I do believe, though, that my experience was different from others maybe because there were times when I was like—I do not need study hall. After my freshman year, I never used study hall again. You got to believe I was using those tutors all the time. The main reason why I never needed study hall is I really believe to this day I think except maybe for two or three classes, high school was harder than college, especially undergrad; I mean that is because the high school I went to, we had to take a AP class, and your final is your AP class final, and in that school, if you failed your final, you failed your class. So you were motivated to make sure that you pass that because if you do not, you were not going to pass that grade. And then in the senior year, the added pressure was that if you failed any class you would not graduate. Because of that, my discipline was already instilled in me. I studied a lot. I was a bit different. I would say it was a positive experience with that. We had a good library situation, and lots of support staff there, and I would just kind of go and set up a little area and study all night. I had to be disciplined about it. Otherwise, if I did not create space in my schedule to get it done, I would have been in trouble. I did all of my homework always, and I tried to study as often as possible. It was definitely

manageable. I spent a lot of time studying until probably my last semester. I was the kind of person that never missed a class. I think I was late for one class maybe, and I never skipped class because I thought I was going to miss something really important. I also felt that I have paid for it, so I should be there. Studying and getting ready for finals was an arduous process. Getting term papers written up—it was something that I did, and I do not know whether I enjoyed it. I definitely did a lot of it, so I would say it definitely made me successful along the way.”

“My GPA from the first two semesters was probably horrible, and I had not figured that out, but I did figure it out in the end. That was always difficult because I had bad resources to study. I did not get to go to the library easily or have a desk at home I could study at. But I always get distracted, also. I think I struggled sometimes with stuff that seemed like busy work in my opinion and was not necessarily valuable to me. I was not a good studier, as in I am going to go home and read the chapters and highlight all the words just to be proactive, but if I had something to do that was directed at studying or more homework, I was very good with that. I should have worked harder myself at the time. I could have done very well. I always did well enough, but my goal was just get a 3.4 or 3.5 and be done with it. It was not an unattainable amount of work, I would say. I guess it is more how much work was assigned or whether it was manageable, or is it about how I dealt with it? It was positive in a sense that the homework that they gave was pertinent. It was not just to do it. You did it, and we discussed it, and we had presentations. I did not know how to study. I had to learn to do that.”

Growth and Transformation

“I think it was a very positive experience overall. I grew while I was there. I was by far not the best student in every class, but I did try very hard. I did not have a 4.0 at the end, but I learned peripheral thinking and what I did not like. And yeah it is a very culturally diverse place, and I found just a little growth in that. I had a very positive experience with growing all around generally with my perspective on life, school,

finances and other people. I started school when I was 17, and when I finished, I was 21, and all those years were a work in progress. I had definitely learned more about myself and other people and time management and dealing with different things. By the end of college I had an internship. I feel that was like my wake up call. The university helped a lot with the transition from college into whether you wanted to do grad school or try to find a job. They had resume fairs, all that kind of stuff. Lots of job fairs. That is how I got one of my jobs actually, at a job fair. But the assistance was there, it was just whether you choose to use it or not. I think they kind of let you make that decision as part of that liberal arts education. But I did not know what I wanted to do, so it was really hard on me. So I started actually as a psychology major, and then I changed.”

“I definitely grew and transformed a lot. I heard that a lot from my parents. All my friends that I had in El Paso when I came back from the house they all said I had changed. Not necessarily arrogant but they said, ‘You know we see that if anybody had flaws you would not question, or try and change things. Now you’re always taking over and telling us what we got to do. You are more demanding. You are the one who is always in-charge, and that is not how our group works.’ So I said fine, I guess I am not in that group anymore. And there was a buddy of mine in the group, and we were talking, and he said, ‘You are like my best friend, and the coolest person I have ever met. The only issue I have is that you are too nice; you let people take advantage of you. You are the guy that everybody knows they can get anything from. Why? You are too smart. Why are you going to ask for everything that in the end you will skip out of the way? You need to be confident, get in charge, that is how you get ahead here.’ And so it was because of that new group I had there. In that new group the idea was that everybody is in-charge here; everybody needs to be heard, nobody should be ever be told no. So it was definitely a different dynamic. So I would definitely say I changed. I would say it was probably for the best; others probably would not. I came from a high school where I was in the top 15 of my class and top 10%. I was really good in all these things. Then I went to Carolina and everyone was like that. Suddenly I felt, ‘Oh, I am just normal now.’ That

was kind of a downer. ‘Oh man, I am not as great as I thought I was.’ I got to meet a lot of great people, and I got to meet people I thought I would have never met. Life takes a lot of different turns, and especially going to Italy, that was my big growth period because I travelled a lot alone actually. My parents were worried about me, but I gained my independence there, and then I kind of decided what I want to do with my life later on, and that was important. At the end of college is when I met my husband, and so we started dating. There were a lot of different changes, and you experience so many different things away from home.”

Emotions

- ◆ Anxiety
- ◆ Depression
- ◆ Fear
- ◆ Frustration
- ◆ Isolation/Lonely
- ◆ Overwhelmed
- ◆ Stress
- ◆ Happiness
- ◆ Excitement
- ◆ Pride

Anxiety

“I had a lot of anxiety. I did not feel like high school prepared me for what I had gotten into, and so I had a lot of anxiety around trying to catch up. I was always nervous about my performance in school and when I was working, and I always thought I should have been doing homework or something else. It was always there, but I was always worked up or worried about school and how I would perform and not perform. I do not think it was healthy anxiety. I think I worried more than I should about that kind of stuff. There were times that I was anxious like ‘Oh this paper is due’ or ‘I do not know how to do this,’ or ‘I do not know what to do,’ or ‘I have to go to work right now,’ or sorority this or sorority that, or my deadline this or my deadline that, then family. I have a hard time telling the difference between stress and anxiety because I get this feeling of internal panic. It kind of builds up and builds up, so I do not really know the difference between these emotions. From the stress, the pressure of school and other commitments, but it did not negatively impact me; however, I am sure it was not overall good for me. When I found that I did not manage my time that wisely I was freaked out. I would use family and friends to sort of calm me down, and it helped. I would definitely get anxious before exams and assignments. When I went to college, I had always done pretty well in high school. I wrote my first paper for English, Introduction to English or whatever, and then I got a lot of red on it, and I thought, ‘Oh my gosh! I do not know what this professor wants.’ I was anxious about not getting an ‘A’ or ‘B,’ so that was kind of my anxiety. Later on, when I was abroad, I was anxious about money just because I wanted to make sure I was budgeting well enough and not run out. A couple of times my parents were very helpful on that. There are different kind of priorities, and the coursework was not kind of super strenuous when I was abroad, which kind of shifted to more like a practical

kind of day-to-day living. The anxiety towards end of college was about finding a job. I was dating my husband at that time, and I think I was going to leave the university. But I really liked him, and so I was willing to stay, and I took a job that I would not have probably taken otherwise. So I was a little anxiety ridden, ‘Am I sacrificing my career aspirations to be with a boy?’ I probably worried more than I needed to, looking back at it, but nothing reached a point where I could not function. It was always more worrying about things and being anxious about the future, which I still am, but it is ok. I was anxious. I was going completely far away. Like I said, it was going to take at least three days to drive home. Nobody buys tickets just like that. I did not see my parents until senior year. It impacted me. I mean not in a negative way. It forced me to come out of my shell and be confident of myself. There was just a very noncompetitive attitude at the university, and the odd anxiety was the one that you would have was a deadline or procrastinating things. That would make me anxious. I’ve always had anxiety about a lot of things, but I would say that for me, my college was relatively easy, and I did not have to work that hard. I would occasionally get myself into binds, but for the most part, it was not a negative experience. Anxiety, like when that deadline came, it was pretty heavy. I did my homework. I did not have any anxiety attacks, but I could not say ‘Nah, it did not really affect me.’”

Depression

“I do not really think I had depression. I might have been anxious a lot or frustrated at difficulties, but I do not think I had a depression that I could not pinpoint to anyone or anything that I could not get over. There were times when I felt ‘oh, that is a bummer’ or ‘that sucks,’ and I am sad, but it was never that I was so blue. I did not ever hit rock bottom, but I think the strain of all that anxiety, freaking out and figuring out how to get up to speed with everyone else, was impacting. I was never treated for depression. I have got to say, Latinos do not get depressed, you just get over it. I never really experienced any of that.”

“I definitely had problems with depression in undergrad. There was a point I would say where I was depressed, and it was probably when I was dating that guy. I had thought, ‘I need to find somebody,’ and I was settling. I was not happy with him and looking back at the situation, I just wanted to have a boyfriend, and that was better than having a good boyfriend. That was probably six months of my junior year through the summer. After I got out of the relationship, I was fine and happy again. I surrounded myself with friends.”

Fear

“I did not have much fear. I do not think I have ever feared; I was excited. I always felt pretty safe. College was good, because I did not have any fear or anxiety. I have never known that I was really afraid. I think about the time I was in Italy. I think I should have probably had a little bit of fear in me because I was walking, and a man stopped in a little moped and said, ‘Oh you are beautiful. Do you want to go on a ride around the countryside with me?’ I did not understand really what he was saying in Italian, but I got on the back of that moped. When I got back, my roommates said, ‘You could have been killed, oh my goodness!’ I thought I was invincible so I would say I did not have any fears as an exchange student.”

“For the longest time during my undergraduate, I did not know what I wanted to do in life, and that just added more anxiety. I was taking a variety of classes, which were interesting, but I was never sure if that was going to be my life or if that is what I wanted to do. I was trying to figure out where I wanted to go. I had some heavy workloads in my opinion, so I was worried about getting the work done and getting the school work done. There are moments of exams and presentations, and it was definitely very present at points. There was fear of what if I am not good enough; fear of things I do not know; fear of the future; fear of change; fear of what is going to happen. All the fear of when you are starting, and when you are in the middle, and toward the end. When you get to the end of your senior year, and you think ‘It is over. What is going to happen? I am leaving.’ You

are leaving the organization you have been a part of; you are leaving this school, this life that you know; you are getting older; what does this mean? It seems like everyone has it all figured out, or they are at least pretending that they do. When you ask them a question, they have a much better answer than you do. You then wonder ‘What is it about that person? They are going to be successful and I am not.’ I was very unhappy, and I was fearful that I was never going to be happy. I guess there was anxiety involved in that as well, but it was more that I did not know where I was pushing myself to go, and I was not sure I was ever going to be happy with where I was. I had a significant fear of failure.”

Frustration

“The anxiety and the fear lead toward frustration sometimes. I had my fair share of frustration. Oh yes, a lot of that. It combined with the anxiety and the frustration of overall stuff. I felt frustrated a ton. Looking back on it, it was probably positive at the time, but you are going to have some frustration. You work in teams, and if a person does not pull their weight, now you know not to work with them again. Hopefully next time you work with somebody, you can choose your partner a little bit better. If the teacher was told, then they would do something about it. I would just change partners. I would say grades. Or working on something for a really long time, and you think you are going to get one grade, but you get another grade. I had a roommate who would read magazines during class. We had the same classes, accounting classes. She would read magazines during class like *US Weekly* while I would be furiously taking notes. She would barely study for a test, but I would study for days for the test, and she would make a lot better grade than me, or we would get a pretty similar one, so that is frustrating. I learned that everybody is different and I just had to put in the work to get the same results. There was a class that I took that was frustrating. I got two C’s in college, and that was very hard for me because if I studied, I would do well on the tests, and that was hard work. Some of these concepts just do not gel with me. It was stats class and later on, macroeconomics class, and I remember being to the point of thinking, ‘Why am I not getting it?’ But it was

not anything that I overlooked, it was just the period before a final when I needed to comprehend this, and I was not. I was extremely frustrated.”

Isolation/Loneliness

“I am kind of a loner by nature. I think I was as lonely as I wanted to be. I was not a particularly social guy, but I reached out to do something when the opportunity came up. I am sure there were times when I felt alone and not a part of a group, but it was not a feeling that I carried, and I cannot even think of a time. I would say I never really had that because I always lived with somebody, always. I think the friends around me helped me figure that part out, and I was able to figure it out. I never felt like I did not have anywhere to turn. I was never lonely. I never really felt isolated or lonely. There was a time when I travelled solo and I went abroad, but I think it was a pretty happy time. I was able to take a step back from all the partying and drinking people were doing in Italy, and I went off on little travels of my own. I think that was a good experience. I was definitely lonely in a way, but it was helped out by friends a lot. I certainly went to a very small school that did not have a lot of opportunities for dating, but I had some of my best friends in the world there. I have never been very good with relationships. I was kind of isolated. I did not have a clique. It was kind of trendy. It did not really depress me, kind of gave me some freedom.”

Overwhelmed

“I think, overall, it was probably pretty good, but I definitely remember the moments of feeling overwhelmed. I definitely felt overwhelmed, especially when I was the president of my sorority and I was working and studying 35 hours with a part time job. It was a serious job that people do for full-time jobs, and I was not flipping burgers or folding t-shirts at the Gap. I had to be responsible with things like that, plus take care of my academics. Not all the way through college, but definitely at the end when I had all those things going. I filled my own plate. I did it to myself. But that is a personality trait, and I just do it. I felt overwhelmed many times. It was the school. At the time when I

worked two jobs and then I started doing that internship—it was a lot. I did feel the pressure of having to take 18 hours instead of 12. What the hell is that about? I have always felt overwhelmed, in a way. I did not have a very positive college experience. School work in general was overwhelming, everything coming at me at certain times. I would not be good at remembering it was just a paper to write and that it was not the end of the world, trying to juggle work and school, girlfriend/spouse, and opportunities.”

Stress

“I did feel stress sometimes. I always felt overworked. It was stressful all of the time. By nature, I stress out on things. I mean how can you not stress out? My coach would say this, ‘You have a scholarship now. You can go home in the summer, but I cannot guarantee when you come back the scholarship will still be here.’ In the beginning of every season, he would sit down with everybody and ask, ‘How many belts are you going to win?’ Then based upon those belts, he would predict this is where we were going to end the season. We know how much we need to get. If we do not hit that, then we know who we can go to and who we can blame. It was always a pressure that if you set something, then you need to do it, and what steps you are going to put in place. That was stressful. I had to practice a certain amount of time, so I could not do more there. But it was about that extra time when I should have been doing things, and I felt like I was not getting enough done and it stressed me out. Grades stressed me out, and I was on the executive team in my sorority for three years, so planning events, and treasurer stuff, those outside responsibilities. Plus, you have your schoolwork. Plus, you have your own personal social life, and it is just a lot of stuff. I had to make a lot of decisions, like do I want to go out, or do I want to stay home and study. That happened a lot. I was stressed, but I think I figured out how to deal with it. I think it probably goes hand-in-hand with me. I think I would let myself be stressed about things that were minor because I would bear the weight of the world and react like, ‘Oh my god, things are happening.’ I did figure out ways to cope with the stress pretty well. I think I liked to work out a lot. I did have good friends with whom I kind of de-stressed with. I would go shopping or go to the

movies or whatever. It was not like I was letting it negatively affect me, but it definitely was there a lot.”

“I was not very stressed, except for like graduate school applications. I was worry-free, yeah, whatever. I will figure something out. Yes, you get overwhelmed, and you figure out some things too, but you are still overwhelmed. It is more like you kind of putting it on yourself. It was not necessarily the schooling overwhelming you. It is kind of like assignments or things like that. You would only overwhelm yourself if you started like being in five clubs. One time I was in a couple of clubs, and we had a presentation that they do on cultural night where everybody does a presentation. And I could not remember like three different dances, so I was like forget it, I cannot do this. Plus, I am working and I am trying to work out for those dances, and look good, and you are juggling school and stuff at the same time. I thought, you could do so much, but you cannot.”

Happiness

“In spite of being stressed and fearful and all that sort of thing, I still felt like I was enjoying the time there, and the other stuff in addition to school. I think that overall I was pretty happy. I found my wife there; we are still married, so we are happy. I was not happy all the time. It was like you were tour guide, and you have got to smile. A lot of my funniest memories I would say, from friends that I have met made me happy. I was very happy. I look back, and I think the happiest times were with lot of my relationships or my friends. Doing things like going to the basketball game or just going and sitting on the quad reading or being in that typical college experience where you do not have a lot of structure. You do have class, but that is all you had to do. I had a routine but it was less jam-packed than it is now. That is what I think I remember about college and definitely happy times.”

Excitement

“I was excited that I got into the school to begin with. I was excited about the life. I was loving that I was doing stuff with friends, and I was excited about that. Each semester was exciting for me with the different topics I would be learning about, like communications, or sociology, or economics or things like that. Those were really exciting to me. I think all the new stuff was not anxiety, fear, or trepidation, but excitement and curiosity and stuff like that. I have wanted to leave El Paso since the day I got there, and to finally be able to do that, I could not wait. When I got there, I had friends from back home, so that made it even better. I got to travel all over the country; I was a varsity athlete, so it was all great. I was there. I was part of the team that won a national championship- that won three conference championships. Those are experiences I would never have gotten anywhere else. I think there was a lot of excitement. When I was a junior, we won the National Championship for basketball. That was a very exciting time to be a student, and we had really deep runs for other sports that would go pretty far. One of our teams won the national championships too, I think when I was in undergrad. There was just a lot of excitement about sports, and everybody on the campus would come together for those events. If I am happy, normally I am excited. That is just how I am, so I think that goes hand-in-hand for me. I am probably excited all the time. The moments I was excited about included getting a good grade, doing well in a presentation, or hanging out with friends.”

“I did not know what the hell I was doing most of the time, so I was hardly ever excited. You are kind of out there; you do the same thing. You are always doing the same thing over and over. I was not married until my senior year, so it was like, who is coming in? Who is in the freshman class? Who is the new class? There is 20,000 people but you are not going to see everybody. You have got tourists that come through, but it can get boring on the other side, where you are like doing the same thing over and over. So it was not always exciting.”

Pride

“I am proud. Honestly, at the time I was just like ‘I am going to the university.’ I think now as an alumni, as someone that is an adult, and I am more proud about it. ‘I went to the university. I did this. I did that,’ and at the time, I was just doing it, but now I am like ‘Yeah, we are awesome! Yay!’ I think the university is a great school, I would recommend it. I thought it was a very challenging school. So I am proud that I went through it. I did well academically, and pride comes with that. I definitely think pride is very closely linked to the excitement factor. There is a saying at the university, we have our alma mater, our little song that we sing at the end of games and stuff. People take it very seriously. They breathe the university colors, and I was no exception. When I was living in North Carolina in third grade, which was in 1983, and they won National Championship that year, I remember thinking that I want to go to school there. So from third grade on, I was a fan. You would be either a university fan or state fan, you picked your team. I was a university fan, and I know I still am today. I have a lot of pride for the school and not just because we are good in sports and we have good sports teams. We are good as an institution academically, as well. There is a lot of pride there in being ranked number one in value for education and keeping it accessible to people. The overall mission of higher education for bettering the state, I think that is pretty cool. For example, if I liked tattoos, I would probably have a very huge strand of tattoos somewhere.”

“I was not really exuberant. I would paint my face for the football games, and I would wear the shirts because they were free or \$5 or something like that. But I did not go to a lot of activities, so I was not a supporter in that regard. I was a pretty passive enthusiast of the university. I did not have anything I really cared about. Personally, it was hard because people had school pride, but I just did not have any. Sometimes it is because it is not like in Provo—they have the state university, and then they are rivals, and school pride can get really crazy. I did not have that.”

The Social Media Experience

Social Media Technologies

- ◆ Social Networks
- ◆ Media Sharing
- ◆ Microblogs
- ◆ Blogs, Wikis, and Forums
- ◆ Social Bookmarking
- ◆ Social News

Social Networks

“I have used them both and positively so. I think I am pretty passive on both of those. I check the news feed, and every once in a while, post a response to someone I know on Facebook. Or I post myself, but I do not do much more than that. On LinkedIn, I will look for people I know and update my stuff periodically, but I do not do much more than that. I started using LinkedIn sometime in 2008. I started using Facebook in early 2009. Twitter did not happen until later on in 2009 or early 2010. Not only did I start using those things socially, we were all on MySpace, me and my friends. Then they all left me, and so I had to start using Facebook because otherwise I would not have any friends. LinkedIn happened because I had gotten laid off in 2008 and I heard about it, and I started using that to network and try to find things about a job. I started using Twitter because of the job I have now. So that is how I started using those personally. I also manage my organizations’ Facebook, Twitter, and LinkedIn pages, so using it personally has helped me to use it professionally. If I had not been able to play around with it personally, I would have been at an even greater disadvantage when I had to do it professionally. The only reason I have my Facebook account is because in graduate school, I had a professor who only used Facebook to give assignments, so the only reason I had to establish this account is so I would not miss assignments. If not, I would have never done it. On LinkedIn, I have an account, but I do not see the networking part of it. I see it more like a monster but a more direct one-on-one monster. I have used LinkedIn and Facebook before, both for networking. If I see a friend works somewhere, I ask, “What do you think of this job position,” that kind of thing. For professional use, I would definitely think LinkedIn. I still think Facebook is a great way to keep in touch with your

friends, but I think it can be overused, and I do not agree with that, but I think it is still good. It is nice to share your pictures with your family and your friends. It is crazy that I can put up a picture and my aunt in El Salvador can say, “Happy birthday!” It is just nice. I was afraid, especially when I got inundated with stuff, kind of like Facebook. It’s almost like a chore that I have to do sometimes to need to make sure that I update it as much as possible. I try to be on Facebook and Twitter, and I think I have not been institutionalized, but I think I will be there soon. Everybody wanted to friend me, and since I did not know them, I was just like friend, friend, friend. I was not popular, so I think that it is positive networking. It is great here. They give opportunities to be connected. I am just not like a guru. I think I use a lot of different social media but not very extensively. I use Facebook; I was on Twitter, but I do not use it actively. I use LinkedIn. I guess Pinterest is like a social media. I use Instagram. I think the problem with social media for me is that you only get the best of people’s lives. I mean it is good to see what is going on, but I think it is sometimes not really the real picture, and you kind of keep it as a secret and live with it. I manage it carefully. I try to create some boundaries for how I use those sorts of sites. They can be a little distraction.”

Media Sharing

“I have not had any problems using, but I just do not use it a lot. I like sharing music and things like that. I never—do not know why—just go on and on watching silly YouTube videos or anything like that. I do not watch YouTube at work. I watch it at home. I have a YouTube account, but I do not post videos on it. I have a site, actually, that is picture sharing with the Shutterfly site. It is kind of almost a mini blog, too, because I post pictures many times explaining what they are, and I have people subscribing to that because they live far away from their families, and they get to see our pictures, which is very cool. I would say that it is a really positive thing getting to share that. YouTube, stuff like that—I have done that a couple of times, it seems. I think once I get the hang of it, it will probably be more fun. Right now, I am not getting how it works and stuff. I have never posted anything on YouTube, but now I look at it a whole lot—I

spent the last couple of months just watching a bunch of clips all day and night long on YouTube. I love YouTube. I do not personally post anything on there, but I love YouTube. I love it. I use it a lot. I use it, but I do not post to it. I think YouTube is awesome for when you have questions, like how to do something. It is great. I do not personally post a lot of content to You Tube, but I will use it for figuring how to put something together. If I want to see, for instance, canoe racing, to see how a certain person does a certain dam, you can go look at that on YouTube. I use them. It is pretty effective in getting your message out. Video is something that folks like to see when all we put on Facebook is pictures. I have only used it with my campaign. So that is maybe once every two years. I put up a video, and I have not used it as much as I think I can. But it takes much more time to put together a video. Does Hulu fall under that? If yes, I definitely use it a lot. If they got rid of the commercials, then it would be very positive.”

Microblogs

“I was never really big on Twitter. For a long time, I tried keeping myself away from Twitter because as an undergraduate, I wrote a really long research paper on how Twitter would destroy how we communicate with each other. I was not a big fan, but eventually came around because I had to. Everybody else was doing it, and so I was forced into it. I did not like it because now, it is just something else that I have to update. I feel like Twitter is a way to know what is happening right now on a certain topic, and so that is what I use it for. I like twitter. It's interesting if you can get on there, and if you can look and look, but it goes so fast. There will be days that go by before I think ‘I need to put something on Twitter.’ Of the big three, that is my least favorite. I did not really get into it that much. I did not join Twitter until this year. I do not use Twitter, but I love reading people’s Twitter comments. I tried following people. I think I talk too much to tweet. I cannot condense it into those little 140 characters. I have an account and I always get emails from there every once in a while saying, ‘Come see what is on Twitter.’ I just do not do it. I am not really into Twitter or blogging. I do not do micro blogs. I do not use it at all. I have a Twitter account. I never tweet anything but I will do it sometimes just to

read, see what people are saying. Otherwise, I do not use it. I just do not see the point of it. I do not use them. I do not really tweet. I do not like Twitter.”

Blogs, Wikis, and Forums

“I do look at blogs, and I have looked at different wikis and forms. I have never posted. I want to start a blog. I tell myself I am going to start a blog, but I have not done it yet. I recently started reading the ICMA’s forums. I myself do not put them up, but I do read them to get good perspectives, answers on issues. I go online if I have a question. I think blogs are good. Some people write medical questions, and people respond back. You have to kind of go under that pretext that this is just people answering and by no means are they correct or are they incorrect. It is just their opinion or their experience. I read it but I do not always take the advice or anything. I have had a positive experience, and I use them regularly. When we were in Peace Corps, we kept a blog so people could know what we were up to. In grad school, we had this wiki project where we had to use tools collaboratively for the set of procedures we were working on. Forums and wikis I like. Blogs, when I come across a good one, yeah. It is whatever I am looking at, but I do not follow anyone. I read blogs. I actually use the Google Reader, which is going away, and I am going to have to find a new RSS feed to read my blogs. I read several different types of blogs. I read money saving blogs, earnings blogs, and I read this blog called ‘Post Secret.’ I do not know if you have heard of it. People mail in secrets that they have on a postcard to this guy in Maryland. Then he picks them and posts them online every week. It is really cool. I follow some funny blogs too like ‘Cakewrecks,’ stuff that will make me laugh often. One of my friends is living abroad, and she has a blog which I follow. Some of the blogs I like are more of following people in their day-to-day lives. My husband thinks it takes way too much time out of us but that is okay.”

“I use Wikipedia all the time to look up stuff, but I do not do the others. I do not blog much. The only blog I do is in a journal that is not social media. I do not know that I

read any blogs, I do not think I ever read any blogs. I do now, but I do not have any memories.”

Social Bookmarking

“Oh I love that. I think it is a great reference tool for the ability to do that quickly. That is social media, but I see it more as organizational, so I think that is great. You can organize things by a little folder, and then everything for that is in there. I have my work one, and at home I have my bank, insurance, that kind of stuff. It helps a lot. I have been successful in using it. The way we use it is that we have a list of folks we want to follow and not have to go look at their site to see if they have said something. I only use it for work, so it is not a very positive experience.”

I do not have anything like that. The idea sounds really good, but I do not have anything like that. I have heard of them and I have read about them, but I have never used them. My experience with them is pretty limited, but it is not something that I have a negative view towards. I am curious about them but have not explored them.”

Social News

“I love voting on people.com or TMZ when they have a story, and you can click the little emotions, a heart, LOL, or happy or sad face. I always vote on TMZ. It lets you engage, and you feel like you are a part of it. I have only used it a few times, but I think it is a great way of serving more people and just getting more opinions. You can broadcast it out to all.”

“I do not use it. I am kind of hesitant to believe it. I am not really familiar with that. I am boring. It is like one of those items where the only people who are going to use it are those who read it. So if you are Fox News of course yours are always going to be positive because your viewers are just like you. Likewise if you are MSNBC. I do not do that. I try not to do that.”

News / Information

- ◆ Tradition News Media
- ◆ Alternative News Media
- ◆ Weather
- ◆ Reviews

Traditional News Media

“It is pretty neat. My wife does not like to touch newspapers herself, so no newspaper for us. It is still a traditional newspaper, but you can search; that helps a lot. I follow our local news media on Twitter just to see if something big is happening, and I will be able to see what that is about. Traditional newspapers also sell their Twitter space for advertisement, and it is annoying. For instance, KSAT will say ‘Go by Adriana’s Bakery and get 13 cupcakes for the price of ten today,’ to which my response is ‘you’re wasting my time.’ I like that there are many options that I can go to for information, but I think there are some barriers in terms of finding what you want because there are so many options like subscriptions versus finding it on TV. I listen to the radio only in the car. I am one of the few people I know who listens to the radio in the car. I do not go on the social media sites of the radio. I do not get the physical newspaper. I use the websites. I still use that. CNN is my everything. I watch all CNN. Even ESPN. Well, that is sports news TV. As far as social media with those sites, I follow those. I follow those—cnn.com, espn.com, huffingtonpost.com—so I can get it on my phone so I can access it in a quick way because there is so much going on. They only show so much because they only have so much time, and you go to the website, and there are a million things going on. CNN and Huffington Post, they tweet, or they post on Facebook certain things, and if the headline catches my attention or the video looks like it is going to catch my attention, I click on it. I think that is great that they are going to do that. Twitter is a really good example because whether it is a radio station or the New York Times, they have done a good job of implementing themselves into the mainstream of my feed. For example, because I have friended news writers and editors, anytime similar articles come up, it comes on the top of my feed. I am always interested because they follow the similar theme of politics or things that I am interested in. It helps me closely target the top-end

news media I am working for. I do get news from social media because someone else has posted something and says, ‘Hey did you see this person is going to...’ although it is probably going to end up being nothing that I really care about. For example, ‘This person is going to the draft’ or ‘this one is now married.’ One of my friends is really kind of up on that stuff and I am not. Even my husband is too, but he does not use social media, so I always ask ‘Did you hear about this news?’ and he will reply, ‘Yes, that was on ESPN,’ while I am like reading ESPN.”

Alternative News Media

“I do not subscribe to them, and I only come across them. I actually used that a couple times in college. Gawker is the only one that I use that could be considered alternative. They are the only ones that I follow and interact with. If I come across The Onion, which I have seen some of those, it is because of social media, because of one of my friends if they have posted something. It always comes through someone else, but that is the whole point of social media. I have had a very positive experience with Texas Tribune and stuff like that that is homegrown, user-supported stuff. I have heard that the best form of marketing is word-of-mouth. I think that extends itself into Facebook when you have friends whose opinions you trust. They point you to alternative media sources you would not have gone to, and it helps you find something by the virtue of a second-degree friend who you trust. I have not regularly followed them but everything I have ever looked at on there I have liked. I gossip less from traditional news. Steven Colbert—that is TV, but that is a good show.”

Weather

“I check weather on my phone. If there is any big event like the rains or something, people post pictures about flooding and stuff. Sometimes you all talk about how hard it is or things like that, but I really do not pick up on it. Twitter is where I have this large collection of folks that I follow, but for severe weather events, it is great. Anything posted is ‘happening as we speak.’ I feel like it is a great way to get

information directly from the national weather service or San Antonio, and you can see exactly what they say out of their mouth. You do not have to depend on the local news to interpret what they are saying. Most of the time I use apps on my phone.”

Reviews

“I use apps specifically on my phone for reviews. Whether it is any new movie that comes out or book, it does not come under my radar unless I see it on my newsfeed and someone brings it up. I do not follow a particular website for book reviews, but I do use peer reviews. My friends say ‘this restaurant is fabulous,’ and they post pictures of their great food, or they post about how happy they are while they are there, or about this movie that is so great, or this place that is so great, and that has a lot of swag. I take people’s opinions. I do value what people think when they go and see something and update their status with a review. I use it for the trailers when I want to see it.”

Communication / Social Interaction

- ◆ Information Sharing
- ◆ Media Sharing
- ◆ Discussing/Debating
- ◆ Self Expression
- ◆ Advertising
- ◆ Making Money/Selling

Information Sharing

“Information sharing. It is great. At this point, there are people that I have not physically seen in three years, but I do not feel like it has been three year because I have been able to keep up with what their lives are like through Facebook—their babies, their marriages, their divorces. I have people that announce their divorces through Facebook. So it is great for information sharing, Facebook, LinkedIn. Everybody knows when you get a new job. I think it changes the way everything works now. Everybody just writes on your wall instead of sending you a card or an email, or calling you. That is for good things and bad things. Everything is changing anyway. Specifically, in terms of Facebook, my experience has been it is a great way to show people the things you are working on and the things you have got going on. I try to update at least once every day, and if a few days get pass me, then I get a sense of anxiety because I have not updated. I have got a good response from people who have seen the things we are trying to do. So it has been pretty effective there. I share the things that I am excited about or happy for. I would say that is a positive approach for things like sharing pictures of my vacation, or sharing status updates like, ‘Going on a vacation. I can’t wait!’ or things I want for my birthday. Pictures are the kind of thing I would share. I think the good stuff is all I share. I mainly use the sites to read what people are putting on there since the only reason why I am using it is for work. Aside from that, I do not post. I just read it. Knowledge is power. If something big is going on either where I am from or here, that is probably going to be shared on some social media.”

“I do not do it. You have to judge the information and where it is coming from as well since people put all kinds of stuff out there that could be illegal. You do not want to download that. I try not to do a lot of navel gazing on social media. I try not to make blast

updates about a meeting or my lunch, and I post more things like, ‘Read this article. It is kind of cool.’ I also try to use nonpartisan things as much as possible so it does not ignite a fire.”

Media Sharing

“I have shared on YouTube. I have uploaded videos on YouTube, and I have used it for projects for school and for other stuff. Our family uploads to the YouTube family account. It is a great way to share instantly with all your friends, like a photo of your new child. That is overwhelming and cool, so I have had fun doing that. I try to keep up with the news, not just pop-culture but things that actually matter, but there is so much, and you can only visit so many different websites. When my friends share a news article that is awesome, I click on it, and it takes me to the story. I have shared a couple of links where you like share articles. I think it is cool when people find good articles, and they share things. I think it is just kind of a way to say, ‘Hey, this is important to me.’ Whether I agree with it not, I can share it with my friends. I do that a lot. I do not know if this is social networking, but I do it for my boss’s website. I upload all our news stories; I upload all our interviews. I make sure it makes sense to share. It is really good at getting the message out there continuously. It is almost like bringing out copies and dropping them from the top of the plane. People keep getting them, and you can access it as much possible. I have had a very positive experience with things like videos. I do not do it often, but sometimes I will. I also use Google Plus but not very often. I am trying to figure out how I should use it better. On your birthday, if you have a Google Plus account, your Google search thing can say Happy Birthday, so it is very cute. Sometimes I post up an article. I also sometimes think about who I am posting to because my mother-in-law is on Facebook. She is not on my Google Plus. My parents are not on social media. They are not technically against it; they just do not want to be involved in it. My sister and brother are on there. Sometimes, I just send certain things. I do not do much political stuff with my family that much, we just do not really talk about it.

Personally, if I like it, I will put it on Google Plus and moderate and keep it friendly to not offend anybody. I share sometimes when something really strikes me.”

Discussing and Debating

“Personally, I do not do the whole debate thing. I do discuss, but I do not do debate. So on my personal Facebook, I try my best to steer away from political, religious topics that I know people feel strongly about, and they might want to argue about. I just do not care for that. Not in that form. If I am going to have a one-on-one conversation with someone, that is one thing, but I am not going to do it through a social media channel. There are friends that I have on my social media networks that post all this kind of stuff, and they will go back and forth with their friends, and that is fine, but that is not what I choose to do. For discussion, it is great. I see people debate all the time, but I do not choose to do it. Not in social media. That is what I enjoyed most about where I lived. There were friends, and there were lot of people with like interests to debate and talk with. I do read it but I myself do not. I think it can get out of hand pretty easily. People sometimes ask for opinions, and that is okay, but they have to be able to handle what they are going to get. I do not use it that way. I read about, but I do not debate or discuss it. If anything, my wife talks to me about it. I think it is really hard to be productive at this point. It can be if you engage the right group of folks. I have seen some really positive discussions amongst some of my friends from graduate school who are thoughtful about the way they respond to each other, but I personally try to stay away from those sorts of engagements. We have a family, and we have to have that moderated because of those kinds of things. I do not debate stuff. I do use it for discussion. What comes to mind is political debates, and I try to stay away from that. It is tough sometimes. I have gotten to open that forum a few times, and it is very effective. I am a huge advocate of mass editing because the more people that see it, the more perfect the product you will get. I think it is a really good tool for discussions and debates, even though sometimes it can get very critical and says much more than you want. As long as there are names assigned to it, then it does not become a thing to worry about, but if things have to get anonymous,

that is where it gets ugly. Our neighborhood has a Facebook group, and I do not really partake in it, but there are so many discussions on it. I read it all. I just see what is going to happen next; it is over dramatic. I like that we have it as a forum for people to talk about issues in the neighborhood, questions, and things like that, but I think it has been abused. People are being bratty about it, like when they say, ‘Oh you really mean this and that.’”

Self-Expression

“Facebook would be self-expression, and I like doing that. There is stuff that I think is funny, so I will share it to gets some laughs. Your personality comes through all the time. On my twitter page, my background is bright colors. I am not someone who is going to create a customized version, that just takes too much time, and I am not that into it, but when I do go and select one of the ones they have built it, I do not pick black or something that is drab. I go for pink and blue because that is showing my personality, and you get to describe yourself. It is the same with Facebook, the pictures. Your personality shows through. On my Facebook, the big picture is a picture of these three little desserts on a plate, and if anyone knows me, they know I like food, and they know that is something about me. The things that you post show things about you. It has done a great job of providing folks the opportunity to show their interests, get to know somebody by what they do, what they watch, where they go. It is a pretty good tool to do that. It can work both ways because people who do not know me very well might think the only thing I post about now is pop culture and the Kardashians because I post about that all the time, so it is good to keep it personal. You always have to be aware of what you are putting out there and letting people know that you are multifaceted. I do not really do too much personal stuff. I like to talk about things that make me excited or happy or things. Personally, if you are feeling sad, I think you should deal with it internally, or talk to somebody versus telling the whole world. Your friends should be your friends, but you also accept people you are just acquaintances with, so you do not need to broadcast that to all. This is what I was describing, that I am a little limited. If it is something we can all

get behind, like the Spurs or a football team, then sure. That is less controversial than saying, ‘I really hate Senator X,’ or ‘I really like Senator X.’ I do not express myself at all. I like to read Twitter and Facebook and stuff, but I do not post anything.”

Advertising

“Professionally, it is great. Through all the platforms, you can buy ads, but the good thing about social media is that you are advertising, and you do not have to pay for it. And if you do it right, people will do it for you. On Facebook, we will put a post because you cannot just post your content all the time. You have to offer things that they want to get, like tips and articles and things that might be helpful for them; you cannot just keep pushing your message. I work in HR. I can post every day about our available jobs, but what fun is that? We have days that we post about available jobs, we have day where we offer tips and resources to people so they can do their resume or know how to interview. It is the kinds of things that all tie back to what we do, but we just offer something. When people share it and spread the word for us, we do not have to pay for it or hunt people down, and it just happens organically. That is awesome. It is a great way to get out there and just get out to more people. I use it for campaign purposes. It is such an effective tool, and it works really well with young people. It helps you target markets that do not tune into traditional media like the newspaper or TV all the time. I sometimes shamelessly—when I buy something very social—will definitely put it on Facebook to see if anyone else will pick it up, because I will get things for free. I definitely like things on Facebook like coupons. My whole news feed is filled with different products, and I need to go through and purge it often, which kind of makes me think I do not want to use Facebook as much anymore because it is becoming more of a forum for people selling me things in my news feed. My dad was in a contest, and he needed votes, so I went and plugged ‘Vote for my Dad,’ and he actually got third place, so that was cool. I also emailed everyone because I know how people just do not go and click on something you post on your Facebook page. I reached out to a lot of people. I think it is a great tool for advertising. My experience, I guarantee you, is not to be above everyone else.”

“No one likes advertising. I do not pay attention to the advertisements, but I can tell on Gmail, and I know Gmail is not social media, but I can tell they are tailoring it to me in some degrees sometimes. I do not like the idea of that per se, but I understand why they benefit doing it. It is very creepy the way the internet works, the tracking that happens based on your cookies, so I have some of that disabled so that you go look at a pair of tennis shoes, and then you do not get advertisements for tennis shoes the rest of the month. I try to be self-controlling so that folks cannot target me so easily. It is supposed to track your likes or whatever you have done, and it keeps on coming up with the same ads. Like Staples, yes, I just shopped at Staples, and I know it is Staples, and they are showing me Staples over and over because I do not frequent a lot of different places. I think the last place I bought something, they had an ad for it. They were telling me what the newest sale was, but I just bought what fit my one particular need.”

Making Money/Selling

“I have never done it personally, and even with my organization, we do not use it to sell items or to make money because of the department we work in. That is not what we do. We do not sell products; well, we do not accept cash for our product. I do not ever sell stuff. To me, it is like the difference between marketing and sales. I think social networking has the ability to do great marketing, but actual hard sales, I do not think that it is the adequate avenue for it.”

“I am not really like an impulse buyer. I know what I need, and I will go get that. But I have not gone and asked for things like ‘what kind of hair products do you use. I need new hair products.’ I do not do that. I have sold things online, like my old textbook when I was in graduate school. I realized I did not need to keep all these books so I started an Amazon selling account so it is really simple to get rid of your books. It is very successful. I have been the recipient of it. My wife, she is into that, so we do not have to do that tax stuff this year.”

Social Media Relationships

- ◆ Family
- ◆ Close Friends
- ◆ High School Friends
- ◆ College Friend
- ◆ Old Friends
- ◆ Work Friends/Professional Network

Family

“My parents are not on social media, but my sister, cousins, and aunts are, and that is fine. Sometimes some family members post something, and then your mom calls you and tells you something, and you say, ‘I already know,’ and she asks, “Oh, how did you know?” and you say, “Your aunt told me!” I have done that with my sister, too, so I cannot really say too much. It has got its good and its bad. I think it is a great way to keep in touch and know what your family is doing without getting a whole earful on the phone. My mom is on Facebook. I think she overshares. It is strange when you know your mother is sharing a lot of information, for example, pictures of around the house, especially in my position. People will call her and think she has much more to say. My mother-in-law used to like every post I posted, all the time. Immediately, I think she got alerts whenever all the kids posted. Then we had kind of a rough patch, and she stopped liking, which was kind of awkward. Obviously, I do not know if she scaled back in using Facebook in general. It is her instead of my parents. My pictures are all my mother-in-law enjoys. I cannot unfriend her now because I am already friends with her. That is probably like one of those things, that you just say, ‘Alright, whatever.’ If we did not have social media, I probably would not talk to family. They would not know what was going on, and they would not give me a call.”

“I follow them. We do not really talk to each other, only occasionally. I think that for me and my family members, some of them do not really know what they are doing, so it can be sort of more time-consuming to help them understand what they are seeing online when they are your friend or they follow you. So that part makes it less positive overall. My family is not on there too much. I just call them.”

Close Friends

“My relationships with close friends has been strengthened through social media because I do not have kids, and they all have something, whether it is a serious boyfriend, a kid, or something, so it is a lot easier to keep up with them through social media. I feel like I am bothering them because I never know when they are available. I connect with a lot of people, even way back from my elementary school to college. We keep up and catch up even though we do not have enough time to meet. I think I still prefer calling my best friend to sending her a message on Facebook or writing on her wall. I write on her walls for birthdays and things like that, but that is more of a, ‘Hey, what is up? We miss you. Can we create a forum?’ or something like that; nothing really personal on social media. It is not overall organized, but I think we know each other so well outside of this, in an actual real life relationship, that it is easier to connect and understand what you are saying. Not that you are being vague about it, although some of my friends are vague, and I know what they are talking about. I think that the level of understanding is greater because you are already good friends. I guess that is how I would characterize it. I read stuff on their like tweets or whatever, but I never post anything, so it is good for me, but not for them. It is just how often I use it and maybe once in a while.”

High School Friends

“It is good to keep up with them because of the kids they are having and that sort of thing, but it is not a huge revelation to be friends with all those folks. It is really interesting to see some of the choices they have made, but it is not a great way to have a real relationship. The only way I can track what they are doing is through Facebook. I am not texting with them much or calling them much or seeing them often. The alternative to not having social media is that I would have to rely on running into them, and that is tough. I read their stuff, so I know what is going on with them, and if they want to know what is going on with me, and my wife updates the blog, then they know what is going on. I know this is kind of stalking. I kind of like seeing what is going on with everyone. I

was not able to go for my ten-year reunion because of the weekend when it fell and flights and stuff like that. They created a group to plan the reunion, and then everyone saw what everyone was doing, and I said, 'I am not going anymore.' I would not have probably kept up a lot with what was going on with these people otherwise."

"I do not really talk to people I was in high school with except the ones I was already close friends with through college. I do not keep in touch. They find you, and it is not like you really wanted to talk to them. You do not care either way, but then they find you. And then you are just like, 'okay,' and they are added to your life through social media."

College Friends

"It is almost vital to my connection with them because they are in other states, countries, and places. I get some friends who do some amazing things, like travelling across continents in motorcycles, and I get to follow them. I like to be more personal with the ones I keep in touch with. I am Facebook friends with many of them as well, but it is more at a superficial level. I send them updates, or we Skype and things of that nature. It is a nice way to have some sort of touchstone with them, but it is almost like this network where I know that 'Bob' works at the county, and I need something from him. I know him, and I can send him a message and say, 'Hey I need somebody to respond on this,' but I am not intentionally trying to communicate with him on a deep level. You like them a little bit more if they were someone you wanted to keep up with. My high school people, they just kind of went away, and that is fine with me. The college people, I want to know what is going on with them, so that is good too."

Old Friends

"It is a really good way to keep people in your life, and the people that are really in your life, you will not just have social media communication with, you will call them, and you will see them. I think it is that thing that exists when you have put in the time it

takes to build a real relationship that exists online. I am actually Facebook friends with some people way back from my elementary school that I moved to when I was in third grade. We have found them again, which is really bizarre, because you knew them when you are nine and now twenty years later thinking, ‘Wow, I do not really know you.’ You could probably say that both changed a lot, but getting a glimpse into their life is cool, I would say.”

Work Friends/Professional Network

“LinkedIn is where I really try to funnel the professional. I do like to keep it separate. If you are my friend, you will be in my Facebook and in my Twitter. If you are a colleague or an acquaintance I met through networking, you are going to be in my LinkedIn. I find that for me, that works well because my personality on the different platforms is different. I do not have any Facebook friends that are from work. I tend to get into that more. It has been really helpful with LinkedIn to see what people’s jobs are like. My work friends are really only on LinkedIn. I do not have any of my friends there on Facebook because it is really my wife’s. I am only friends with a couple of people I worked with. I like to keep it separate. This is where I try to push toward Facebook, which is interesting because there are people that I am really friends with. It is a very interesting sort of new thing we are trying to figure out. When do you become friends with your boss on Facebook? Is it after they are not your boss? Is it never? It is all those sorts of things. I am currently not friends with my boss on Facebook, and I think it is fine. I do not want to be friends with him on Facebook. I know enough.”

Entertainment

- ◆ Gaming
- ◆ Movies
- ◆ Music
- ◆ Photos
- ◆ Reading

Gaming

“I use the Xbox. I am able to connect with friends from other places. I play Words with Friends, and games sent to my Facebook. I did play a little bit of Scramble with Friends. All my friends do not play that one, though. I played Words with Friends, mostly. I do not play many games. I find it fun to do when I am waiting for something. I have also seen it used for poker. Someone just invited me to try Candy Crush Saga, but I do not really do those things. I am not sure what they are. I think when I first got on Facebook, every time I tried to do something, it said I had to invite so many people to do it, and I did not want to mess with that, so I just stopped getting into them. I have played video games but have not in the last few years. In college, I was a different person. Today I play a little bit, my kids play games mostly. I choose the games for my kids.”

Movies

“Yes, we have done it before through Hulu. We do a lot of those. I think that is pretty neat. It is been a very positive experience. We stream movies. We do not go to the Redbox. I watch movies with my kids. I do not see too many, but I am usually pretty selective. I look at a lot of YouTube videos and stuff like that through social media, but that is about it. That works very well, and it is fun to do that. I watch movies that are posted sometimes, but they are never full-length. People can recommend movies on there. I feel the movies that I watch are mostly something embedded in a blog link or something.”

“I do not go to movies that often. It is not that I do not like movies. I just do not go. I have friends that will go the first weekend and the next weekend. I see what they say about the movie, and if there are a lot of people saying positive things, I might want to go

check it out. If they say a bunch of negative things, I erase that movie off my list. It is a good tool to gauge the movies, the quality of the movie. I have used it for reviews or quick movie suggestions on Facebook.”

Music

“I follow some of my favorite artists. If they have a product to sell, they are very active on Facebook and Twitter. They post videos and tour dates and put little things on there about what they are doing. As crazy as it sounds, I almost feel like we are friends, and we are keeping up with each other. I use Google Play, and that is the greatest invention ever. I actually do Spotify. You pay a fee, and you get it free, so I think it is better than having to download every song and worry about all the legal aspects. You cover yourself and pay \$10 bucks a month. We buy music in a digital form, so it’s been very positive. I see a few tools that say that this person is listening to this song. Whatever my wife likes, she does not have bad taste right, just different taste.”

Photos

“I definitely look at people’s photos, and I have posted myself occasionally. I am all about the photos on Facebook. I cannot tell you how many times I have done it, and I have friends that have admitted to doing it—posting these photos of yourself so that everyone will think you are having a good ol’ time, even if you are sitting in your living room. You can project whatever you want through the photos, or it can be in real time. When you are out with friends, and you take a picture and post it, before you know it, ten people have liked it. It says how great you all are, or how cute you all are, or besties forever, all that stuff. It has been positive. All of our photos are digital, and we share them that way. I do take pictures, photos. I appreciate photos, and my wife takes pictures, and she puts them on Facebook and stuff. As far as entertainment, they provide entertainment to other folks, and we look at other folks’ photos. I post photos and look at photos. I love seeing people’s pictures. One of the reasons I get on Facebook is to see all the cute little kids that my friends have and all such stuff. I am on Instagram now. I think

it is the best way I can share a lot of information day-to-day. I think what is particularly important about it is that you have something to refer to yourself. So if this is not something you want to put out there, obviously, you will put it up there, or if this is something that you want to share, that is why it goes back to the term self-expression. It gives you the opportunity to be seen or been seen in the light you wanted to portray. Maybe it is not the most genuine, but it helps along the path.”

Reading

“I do like to read. Unfortunately, not many people do anymore. As far as *Fifty Shades of Gray*, that was okay because I was able to loan out my books, because I have the Shades of Gray Books, through Facebook. I like reading and encouraging people to read, but it mostly just shows other media and stuff. I have gotten a couple of e-books, but I still like hard copies better. I didn’t dislike them; I just have a preference for hard copies. One of the best things around is the entertainment offered online. The depth of knowledge you can find if you go through it thoughtfully, I think is good. I have done a lot of great suggestions on articles and what to read and what people are tuned into. There is so much to read; there are so many things! There is a lot of availability of things you can read. I just have not been able to read it. There are some people I have who will post articles and I go and read those a lot of times just to find out and see what they are interested in. It is not a daily thing; it is when I come across it. I like people’s posts about them and those types of things. I do that all the time.”

Privacy

- ◆ Personal Information
- ◆ Internet Behavior Tracking
- ◆ Security
- ◆ Privacy Settings

Personal Information

“I do not think I have done a lot with social media to really be worried about how much is out there, but because I have not done a lot, I am not familiar with how to navigate some of the social media stuff. I feel like I have lost control over my privacy settings because I really need to spend some time going through how that all worked and finding out what all folks can see. If someone is just passively into it, I feel like they have lost control or have less understanding within that ability. The reason I say positive is because I have never experienced a security breach, but I have not really protected against it, either. God bless the people who have open profiles because I just cannot get there. You have to have a connection or know me to even see what my picture is. I am very restrictive. I try not to have myself show up on random searches. You have to know who I am and find me on Facebook. I am pretty open on Twitter. I sort of moderate myself accordingly on that. It has been positive. I like the fact that you can choose those things. You have the ability to set your security settings, so that is key. If that was not there, then I would say I disagree. When I first started using social media, it was one place you knew you had to be. I started in school, and it was limited, and once it became bigger, I changed my privacy settings in grad school. I think it completely coincided with when they changed our privacy terms. Now I can only be found through a friend of a friend. I do not want myself randomly on there. I do not post like, ‘Hey, I am getting married,’ or ‘Hey, I have a girlfriend.’ I limit the information that I have out there because worry that putting it all out there is too much. I have never had anything ever happen, and even if so, I do not know if any of the information that I have shared is that valuable. I have a pretty liberal perspective on privacy for my social media. I have never have had any problems. Privacy does not exist.”

Internet Behavior Tracking

“I see the benefit of it from their point of view, and I could see the potential benefit from my point of view. I think it is a little too much into my privacy. I noticed that, and I understand exactly what is happening, but there is something about it that I do not like too much. I have obviously scaled back on what I post and am more aware of who is watching, who is looking at it. It feels very creepy, and I have that stuff disabled on my browser because it feels very creepy that someone is stashing away the places you go to visit.”

“I am perfectly comfortable with that. I get to know what my kids are watching or what my wife is looking at, and I know what she is eyeing up to buy something. I can click on that and say, oh she wants to buy this, or I bring it up and then I know what to buy her. Those Staples ads all the time are annoying. It is interesting. I think that is really kind of smart. If I am looking for something, I want them to target the best of what I want. I like the efficiency of it, but I do not know if it is good or not. It is probably just a pain.”

“I do not have any experience with that. If the government is tracking my Internet behavior, have at it. If I imagine that everything that I have gone online to search for was available publicly somewhere, that would be a concerning feeling. I am not too concerned about it, though.”

Security

“Only when I have anti-viral security do I feel secure. I am always telling them my computer is broken so they will check my computer and make sure there are not any viruses. They do not know that is why I am calling. My credit card has been hacked, and I think it was through something I bought online. I recently had to get my Bank of America card changed because they said that my information could have been exposed on my shopping or something. I held a Hello Kitty card before, and now, I cannot get it

anymore. Someone hacked into my Yahoo account, and they sent my friends to try these types of site that are not good. I do not go to those sites. I am a little too trusting of people. My LinkedIn got hacked, and I had to change my password. I do not have track recognition linked to the social media accounts that I have. Anything like that, I would feel really vulnerable for people to find. I think I do not put too much out there. I am less worried about it.”

“At this time, I have no problems. I have not had any security issues come up. I see in it potentials for negative, but I have not really experienced it. I do not have any issues. I have never seen anything that said, ‘Wow this protected me that way.’ If I noticed that it actually did something for me in terms of security protections, it would be positive, but I have had no security threats. I have never had my identity stolen or had a large tragic event online. I know this can happen to anyone, and it can destroy your life.”

Privacy Settings

“Mine are set on high. All my privacy settings are turned to private. Nothing is set on public. You cannot even be a friend of a friend. You have to be my friend to see my stuff. I am happy with the experience so far. I think you have to be very careful, and you have to be vigilant and pay attention to what is going on. If you are not a well-informed user, you could get into trouble very easily. The default is more open. I like having privacy settings. I like that very much. I like that they give you the option, which is nice. Overall, if they give it to you, great, but they do not always give it to you. I feel I am pretty good about it. I like that you can limit who finds you. I think you can document everything out there for everyone. I have never had any problems with all of these so far. It does not mean I was not as careful as I should have been with personal information. I do not really spend a lot of time navigating privacy settings to know if I am doing a good job with it. I think my wife adjusted it and I tried looking into it, but I just thought, ‘I do not have time to mess with it right now.’ It is just how it started out on Facebook. It is

hard to judge privacy settings because I am not spending a lot of time with it. It is a bit confusing at times.”

Social Media Emotions

- ◆ Anger
- ◆ Annoyance
- ◆ Envy
- ◆ Frustration
- ◆ Sadness
- ◆ Surprise
- ◆ Happiness/Joy
- ◆ Excitement

Anger

“I can get angry at stuff that shows up. If there are issues I do not agree with that I might get upset about, whatever the case may be, I opt out of posting anything so I am more passive that way. I can be angry on social media or feel a little angry about something I saw on social media. You cannot be angry because that will lead to stupid things. I have tweeted while angry, but I do not do Facebook posts or LinkedIn while angry. I see stuff in social media and get a little mad about it sometime. I try not to get angry. I think it is misplaced. I am friends with folks all over the political spectrum and educational spectrum, and it would be very easy to judge the things they are saying and not slow down to have some reason about some guy who only has a high school education who understands the world differently than I do. I try to detach my emotions from a lot of what I do. I have read some things from folks that I disagree with sort of politically or on certain issues that are work specific, but it does not frustrate me. I would not otherwise have an opinion socially. There are crazy people out there. I do not get mad because that is their opinion. I just unfriend them. I think it is kind of a good feature. I do not let it bother me to the point of me not being on social media because of that. I just nip it in the bud.”

Annoyance

“I have definitely been annoyed. It is very much like I can’t believe it, why did they have to post this? They do not understand what they say has nothing to do with it. It is not even apples and oranges. One is prudent, and the other one is mean, so I do not know. I have felt annoyed, but this is again using it at work and seeing the responses that people put. I have been annoyed, but probably more from other people’s postings and

sharing information. I get annoyed, but I do not express that annoyance. Some folks tell me about when they move their water bottle from one place to the next, which is mundane. It annoys me, but especially when it annoys other people when they see it, I feel validated. Recently, I went through and labeled, 'You are an acquaintance,' so that if 'You are a good friend,' that gives me all your updates or just the important ones like when you are engaged or things like that. Then I realized that because there are some people who are serial posters, they just post things like 'Here is what I had for breakfast.' Then I would just put them in acquaintances and would not get all of their stuff, but now all I get is all those products I research. It is kind of like the balance is really off now in another direction. I am not getting many details of someone that I knew from high school, but I am getting all the posts about yogurt or whatever it is that I wanted to keep up on."

Envy

"I think these are all emotions that I definitely felt while using social media like Facebook or Linked In. When someone posts 'I got this fabulous car,' or on LinkedIn, 'I got this fabulous new job,' and then you think 'Really? Seriously?' I have definitely felt envy. I definitely compare myself to people based on the best the things they post. I could envy this, but then I would see something else and I would think, I do not envy that. I actually say, I do not envy that, because then I feel better about myself and yeah, that is really cool. That would be cool to have, but I do not know. I am living."

Frustration

"I will let the feeling pass. I am not active in terms of yelling at someone else or in saying 'how do I get this out,' or in terms of posting a reply and getting in an argument with someone. I can read stuff and disagree with it and be frustrated with someone's ignorance in my opinion or annoyed with someone because of what I read. Sometimes, I can read people's stuff, and it is not what I think it is going to be, so it is pretty passive in terms of how I feel about some things, but the feelings are there on occasion. It is there, but it is still not. With friends when you are calling them and they are not calling you

back, and then you see them on Facebook, and they are doing this and that and you think, 'But you could not call me back?' It is interesting if I go look at my ex-girlfriend's, say. I have not been very frustrated. I do not imagine that when I read something I disagree with, or I get into an argument with somebody, my frustration does not get to the point where it ruins my day. I think I get frustrated with people through social media. I felt more like working with them and talking to them but not being responsive is when I get more frustrated. I am pretty accepting of folks as who they are. I am not friends with you on Facebook to turn you into me. I have not even figured out the unsubscribe button, do not think I have ever clicked it."

Sadness

"When a friend of mine goes through something really tragic in life and they sort of openly share on social media sites, I definitely feel sadness. Like someone losing their parents and they are crushed, or their brother or sister, that can be really tough. People's cats and their dogs die, and that is sad. Not too much sadness but just with the animal situation. You can share so much information, like the ones where people share links and it is a really sick baby, and they track the baby, and they do the updates on Facebook. That is really sad. It makes me appreciate. When you see sad news, it is like man, I better hug my kid. I better make sure that my kid knows a Kung Fu chap or something if that situation comes up with them. It is kind of positive because you are showing how it is, and negative in the way of how you are feeling. I get sad sometimes only because I am out far from home. Sometimes I am sad that I do not have a baby when I see all these babies, but it is more of me being jealous."

Surprise

"There are times when people post 'We are engaged,' or 'We are moving,' or 'We are doing this or that.' With wedding engagements and things like that, you can really be a part of that, which is a cool, new-age feeling I think. I have been surprised. It is a surprise like, 'Wow, I cannot believe that person on social media.' I have been surprised

both ways. You could use a good surprise. Not like ‘Boo!’ I got you. More like, ‘Surprise, we are having another kid,’ or ‘Surprise something else.’ Sometimes you think, ‘Well, we already knew that, so at least you admit it.’ Sometimes people do post things, and I will think, ‘Why did you post that?’ It is like an experiment to be seen.”

Happiness/Joy

When you see ‘This is the first picture of my new baby’ or the sonogram or wedding picture, even if you are not invited to the wedding—and there are quite a few of the weddings I see on my time-line that I am not invited to—that is fine with me. To see the happiness is good. It definitely brings me happiness and joy. People are very excited about something in life, and I have had a positive experience around that. Seeing pictures will make me happier, if it is not really bad. I get really happy when I see pictures of my nephew posted. Getting to see some friends bungee jump or sky dive makes me happy.”

Excitement

“When people are happy, it is hard not to be happy for them. I get excited when people say they are pregnant or say they are getting married or something like that. There have been many times when the project we have been working on makes it on there, and I get excited about that, about how it paid off. When someone says, ‘Oh my gosh, there is a new concert. Do you want to go?’ and I say, ‘Yeah, I will go,’ and they are inviting you through Facebook, even though it is through Facebook or social media sites, that is exciting.”

“I do not generally get very excited about social media. There have been instances where I have been excited, and there has also been a lot of boredom in between. I am always like a step behind anyways.”

System Relationships

Composite Theoretical Descriptions

As above, the researcher conducted interviews, and each respondent was asked to talk about each affinity pair (Theoretical Coding) and identify what direction the relationship occurred. The transcripts were transcribed word-for-word and edited for grammar and to remove personal identifiers. All quotes about any particular affinity pair were grouped together into common tables. Multiple quotes were then woven together to develop a composite quote for each affinity pair. The quotes are compiled to show the range of meaning for each affinity pair by combining individual quotes to tell a group story.

The System Influence Diagram (SID) is a visual representation of an entire system of influences and outcomes and is created by representing the information in the IRD as a system of affinities and relationships. In developing the SID, all of the affinities are arranged according to the Tentative SID Assignment chart and created with a flow chart or “mind-mapping” software program, such as Inspiration. The researcher began by placing the affinities on the screen in order of driver to outcome. The first version of the SID contains each link present in the IRD and is referred to as Cluttered. The following quotes will build the cluttered SID link by link.

Housing Influences

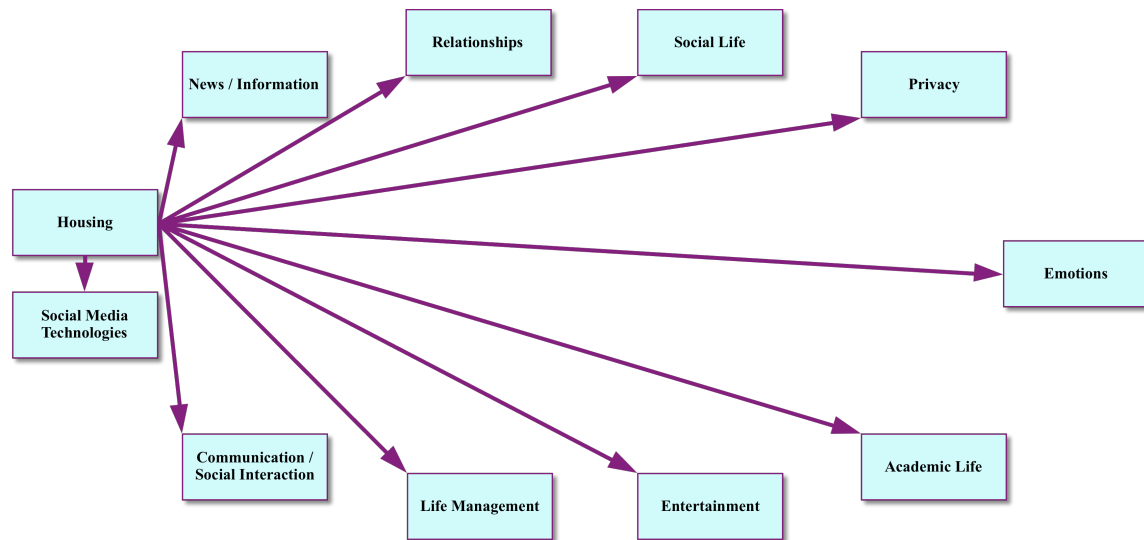


Figure 4.1: Housing Influences

Social Media Technologies

“I am thinking about Wi-Fi and Internet access and your abilities to do that. You can use social media to get into different types of housing. I would follow more closely what my friends are doing than others I did not know. The housing was not connected to Wi-Fi outside of the dorms. Within the dorms, there was Wi-Fi but not outside, and many people like to live off campus, so in order to use Internet, you would have to cough up money for it. Housing did not include Internet; you had to pay for it on top of already expensive rent. Most of the time, the houses off campus did not have Wi-Fi or a computer.”

News / Information

“I would get the most relevant news and information because I would only communicate with the folks I was closest to. Usually in the dorms, when I was living there, you did not have cable. The only time you get news and information would be in the computer lab at school. Local people would usually just go to the cafeteria and watch news, but the international students would get on the computer to look at news. People

did not pay attention to news unless it was something huge like 9/11; other than that, people would not care.”

Communication / Social Interaction

“Housing as a physical space affects communication and social interactions because say you have a one-room dorm room, and there are two people who are there, and there is stuff that belongs to each one, it is kind of hard to bring your mom and dad over for dinner. The type of housing will either prevent or restrict your ability to interact with others. One will lead to more communication, and the other to low amounts of communication. Housing mainly affects communication and social interaction in the context of mere exposure, of being close to the forces affecting relationships. Since I did not live in the university area, I had to go back to school or the area around campus because that is where all of my peers were. I could not have boys coming over and none of that happening.”

Relationships

“I think physical space matters, so the kind of gatherings you can have and the kind of privacy you can have affect those relationships based on the size and space you have available and what the rules are around the housing, too. There are some places where you cannot have visitors after certain hours. I think you can fight because you are living together. My roommates would mark their bread and their food, but I would tell them that we save more money if we bought things together as a family. I do not know if it was a cultural thing or not, but we had a different idea of what it meant to live together and what it meant to be a friend. You build friendships, connections that last longer than just the time you are living in the housing.”

Life Management

“If you have a quiet space and if your house is in order and clothes are not everywhere looking like a disaster, it matters. There should be some sort of base level of order in order for you to be organized in life. Having an environment that is conducive to finding support and giving you a sense of clarity is important. You get back to your room, and it is a safe place, and it should make you feel positive about the place you are in. Living on campus made it easier to manage school demands, and I had an on-campus job, so that made it easier. It also forced you to make friends at the beginning because you are required to live in campus for three years. When I left my house, I knew I had to have a plan for the day because it was so far, I could not run back home and get something I forgot. I had to be more structured than I would if I lived on campus.”

Social Life

“In my experience, being with individuals with different stories made my social life much more interesting and exciting because of the constant learning. I joined a fraternity in which I lived. My third year living on campus, my sorority was given permission to have a whole floor to ourselves, and that was really fun because it was all girls. We used to all go eat in the cafeteria once a week. It was a group of friends that had a standing dinner, and we would all go at the same time.”

Entertainment

“Making decisions on what to do I always rely on friends of mine whom I have lived with and hung out with. It is much more of a satisfying experience being with folks you know. If you are in a single home by yourself, you would be less able to hang out with others. The closer you are to urban areas, the closer you are to entertainment. We were more limited if you did not bring a car with you to campus because then you could not go off campus, but it gave you the opportunity to focus on campus activities. We also had an on-campus bar. There were plenty of options. Essentially, whoever owns the house is responsible for throwing the parties.”

Privacy

“That is a good experience because with community bathrooms, you could not really be a private person. It was not the same level of privacy, but it was definitely testing. It was not absolute privacy. When you have three or four people together, it is hard to find a moment by yourself. With four people sharing a restroom and not having one to yourself, the comfort level to go to the restroom is not there. You did not really have any privacy because you always had a roommate or a suitemate. The rooms are not very big, so you always had someone there.”

Academic Life

“My perspective is that if there is poor housing conditions and quality, then your life academically might be hindered. I think there are a limited number of choices for housing, so it is hard for you to force the arrow back the other way. I was housed in a dorm with a lot of people who had great advice for me as an undergraduate. Seniors told me how to navigate classes or friends who I was taking courses with helped me with classes. I could find it all in the dorm. It was easier to go to the library and meet as small study groups and to work on group projects because everyone was in the same location or very close to it. Since I lived at home with my parents, I did not have disruptions and distractions like someone who lives on campus. Studying was easier.”

Emotions

“Not only the people you live with, but the housing itself definitely can play a part in your temperament. If it is a run-down house or a cluttered house or a small house, I think it affects your overall feeling. Physical space affects emotions because if you are just down in the dumps and you have not replaced any light bulbs, and it is really dirty, it is hard to figure out the sunshine that is out in the world. My roommate and I were good friends, and we felt bad when we hurt each other. One night, we were so drunk that we started fighting with each other. This fight was the type of fight that would end most

relationships. The next few days, he decided to go stay at his girlfriend's house. That week, though, he came to apologize, and he gave me a huge bear hug and kissed me on my cheek—it was something that my brothers would do. That type of relationship would have never happened if we did not live together. It is like a safe place, and it was built that way, to have people around. Because you are constantly around people and usually you had your roommate or suitemates there, it was hard to get too down because there was always someone there. That was helpful in that there was always something going on the campus to distract you.”

Social Media Technologies Influences

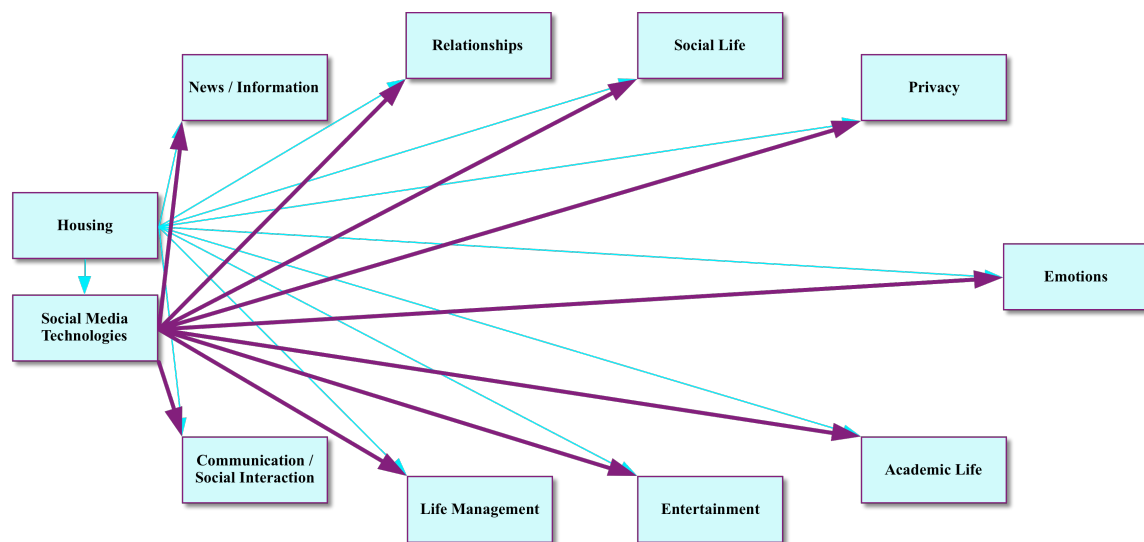


Figure 4.2: Social Media Technologies Influences

News / Information

“Someone posting on Facebook an event that happens that you are unaware of, like comments on an event before you even hear about it or tweeting about it, that is great information. Individuals now find their news on social media. I remember during some of the riots, people would post them on social media, and they would warn you not to be in the area.”

Communication / Social Interaction

“One thing is wanting the type of communications you want to do, those types of things, and the other is giving you the things you need to do them and to accomplish them, which is the social media. Social media promotes social interaction. It is a way for people to voice their opinion on social media, and it can spark social interaction both in a good way, like supporters, or people who do not support your issue, and you get bad feedback when people write ugly things. I was a little bit judgmental in college, so when we passed pictures around, I know that I would think less of a girl who had her picture passed around of her when she had too much to drink. I did not want to be associated

with her. Word-of-mouth, in addition to social media, affects how I feel about people to this day.”

Relationships

“Social media will have an enhanced effect on your relationships because it gives you a platform to increase or decrease or make those relationships positive or negative. In my college experience, it was huge. One of my friends in the apartment met a girl in a class and looked her up on social media and found out about her interests. However, if people find out things that they do not want to know, like when a friend goes out and she has told you that she did not want to go out, but she went with another set of friends. That happened to me, and when I saw her in the picture, I was a little hurt because I took it as she did not want to go out with me. I was so mad at her.”

Life Management

“Facebook was just happening, but the social media we were using was online boards and MySpace because it affected friendships and what you thought of people. Even text messaging affected you when someone would post a picture or send you something—it makes you want to go and not miss out on it next time. I spent a lot of nights using social media when I should have been doing some school or academic management. In college, Facebook was new and coming out; in general, the internet was prevalent, so it was a big distraction to go and check our email, and if you were not very disciplined, then they were easy distractions that could get you off track.”

Social Life

“Social media can create greater avenues to find out about events and entertainment and find out a variety of things. Your social life is enhanced by using social media. Social media and all that increased the social life because now, instead of being a small group, it was now a larger group. Our social lives expanded into this digital area. When I first got to college, Facebook was not around, but by the time I was a junior, I

would hear people talking about this whole new place where you could interact and communicate that was not there before. Facebook, Twitter, and Instagram create an open book to what your life is, if you want it to.”

Entertainment

“If someone posts on Facebook a song you like, and you like it too, now you have a new favorite band. The best TV show recommendations, the best place to eat, the best parties, those recommendations all came from social networking, so that affected my entertainment in those ways. Where to eat, what to watch, and where to have fun. Social media ended up becoming a new form of entertainment. People were playing games on it.”

Privacy

“People give up a lot. Sometimes we do not have good filters on what we want to put up; it beats our privacy. You have less privacy if you choose to have less privacy. You do not have to share on media technologies, but it is the anomaly if you do not do that now. Individuals determine how social media impacts privacy. The more you put out there, the more you allow others to know what is going on in your life.”

Academic Life

“Following news feeds for hours does not help me write my paper. Myspace and stuff like that was a distraction from studying. It was instantaneous. You had more access to things faster. Those times I spent seeking peer approval through those mediums were not helping me learn anything; they were just timewasters. Those were all ways to not have to study when I was supposed to study. However, because of social media, people communicate with a larger group, and they find individuals who took classes beforehand, and they would collaborate with them beforehand. I posted a project I was working on in an open forum, and I got comments from my classmates, and that helped improve my work because I was able to receive feedback.”

Emotions

“You can have swings in mood back and forth, depending on what you are bringing in from social media technology use. Even before Facebook, we still had picture mail and message boards and MySpace, and you felt you were uncool if you were not in the pictures, so that makes you feel left out. You are still trying to fit in at that age. You still want to be a part of the group, and for me, that would make me feel like I missed out on something. On Facebook, where you read those really sad child-with-cancer stories, and you do not know them, even though you are unconnected and unrelated, you still feel emotion. I hate those. You get so sad.”

News / Information Influences

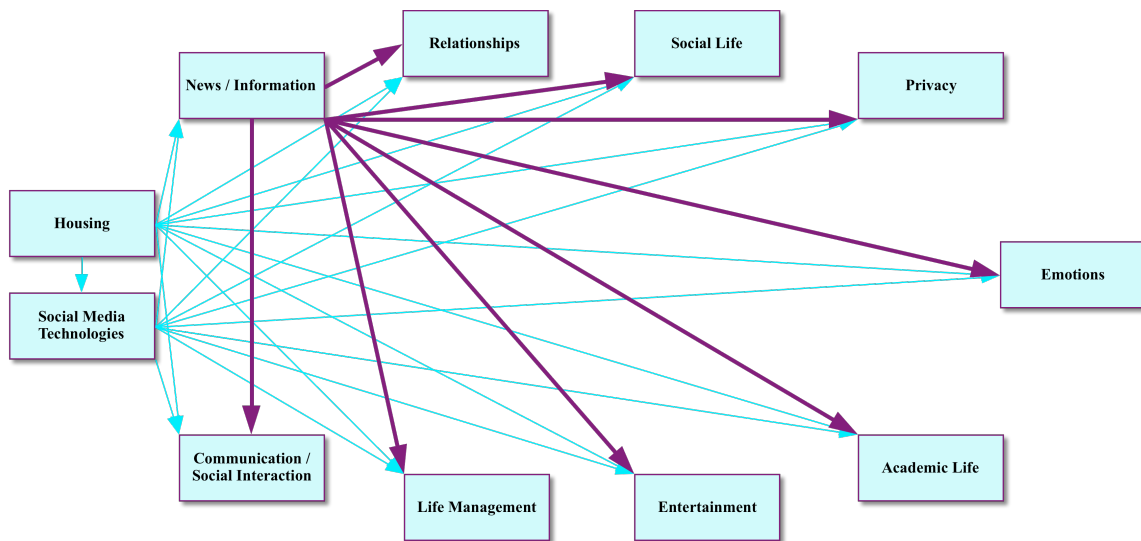


Figure 4.3: News / Information Influences

Communication / Social Interaction

“We just communicated about things in the news. Depending on what is going on in the news and information around you, that is what you would hear about when different groups got together to support or not support a cause. They got together not necessarily knowing each other, but they were there for the same news, for the same cause. It is what you talk about, especially in college. The thing for people to talk about is what you heard about in the news. In class, if you did not pay attention to what happened in the media, you had no idea what to talk about.”

Relationships

“Individuals heard about stories or news that you agreed with, and you created a bond with them.”

Life Management

“News and information is the input, and life management is the output. A change in the day comes down, and it is really big, and it is going to impact what you are up to. If

there is a big tragic event like a loss, then what you are doing is going to change. It depended on what was going on, but like on 9/11, I woke up, and I was not going to go to my first class because I was not feeling well. But I still ended up going to school, and all we did was huddle up around televisions, and we did not do anything else. I remember not going to any classes that day. They were held; I just did not go. I would go to school a certain route, but if I heard there was a certain accident, I made plans to skip class or take a different route to adjust my schedule that day. When I was in college, during the time period of the Kerry-Bush campaign, the people who were friends were asking me if I was a Democrat or a Republican. Cliques started forming once they found out who supported who. Once that happened, it would impact your social behavior, even though we were kids. The more things you hear about can prompt you to get involved in organizations and causes.”

Social Life

“If something big happened in the news, you talk about it with your friends and attend an event if you support it or not support it, like a protest or rally. It provided us what to talk about in your social circles. Since I lived at home, any time my mom would hear on the news that there was an incident at a club or downtown, and she heard that I was going to one of those places, she would tell me about it and tell me that it was not safe. And there were times when we chose not to go places from what we saw on the news about what happened at those places. We had also been educated on what could happen if you let another person drive drunk.”

Entertainment

“News and information is the context of entertainment. Sometimes out of news and real-life stories, movies are even made, or themes come about. All the terrorist-type movies are all a payoff of what actually really happened. Eminem was a very popular rapper. He was at the height of his popularity when I was in college, and I had friends that were completely into him. He had a concert in Dallas, and I wanted to get a group of

girls together to go, but they would not go because he was very controversial. They would hear about that in the news, about his lyrics and the violence, and they would not go with me because they would not support that. I hated finding out that a singer believes in killing dolphins and I do not want to support that singer because I am against that.”

Privacy

“Depending on news and information you hear, that impacts how or whether you want more or less privacy. The more specific you are on Google feed, the more you are opening up yourself and your interests to the corporate world, even though you get specific news that may interest you. When you go on a website and they track what you look at and they advertise to you based on what you read, that is scary.”

Academic Life

“Especially with particular classes, news and information is what you need to do good in school. For my classes, you needed to know what was going on in the world. Whether it was foreign affairs or business, news drove your academic life in those classes. Knowing how to access that was important to your success. The more informed you were, the better you did. The individuals who were more informed were able to add more substance to class conversations. Current events and things going on can spark your interest and being in school, you can get a sense of what your interests are in from something you hear about in the news.”

Emotions

“Watching late-night news and a dozen crime stories makes you feel a certain way. You read about a shooting, and you get mean-world syndrome and feel despair over how often shootings take place. If it is good news, of course, you are going to be happy, and it will have a positive effect on your emotions, but if it is bad news, like 9/11, then it will affect you. I had to have one of my friends, a psychology major sit me down, and tell me that I had to get past me thinking about it every time I closed my eyes. With the 9/11

coverage, some stations were a lot more detailed in what they showed, and depending on what they showed, they set the scene for the emotions that their viewers were going to feel. It can also be the same for political campaigns. They can direct people what they want them to feel. The day after the presidential elections, when Bush won the second term, there was a sad classmate who thought it was the end of the world. Coach laughed and reminded him that it does not matter who is in charge, things will stay the same here.”

Communication / Social Interaction Influences

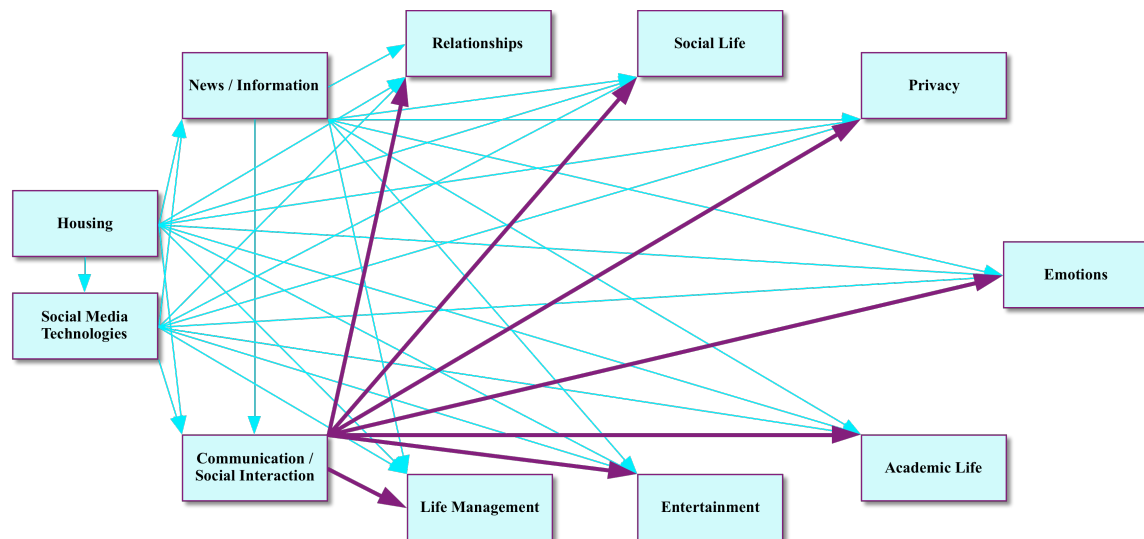


Figure 4.4: Communication / Social Interaction Influences

Relationships

“If there was an activity with my friends but my wife had a recital that I should go to instead, I would be inconsiderate to go with them, and it would make me have to talk to both groups to see where priority is. I had a fight with my parents, and I did not talk to them for a period of two weeks. The lack of communication affected us because they thought I was crazy and acting like a brat. Another time, I had a fight with a friend, but I do not know if she knew I was mad at her. She came to know because of my behavior, but if she had known, we could have resolved it. When people first started using Facebook, they did not really understand the audience. People would post items and did not realize who would have access to them. What they were putting out there was free game for everybody and anybody.”

Life Management

“People that have a good vocabulary and can explain their feelings have a better time getting other people to understand and socialize with them. My friendships and people I had relationships with in college were really important, and I would prioritize

doing things with them and doing school work as well. I absolutely had to fit it in to my weekly schedule making time for my friends. It just depends how involved you get.”

Social Life

“A lot of my social interaction took place within this group that I was involved in during college. I was in a group of 55 girls, and you know them, but they are not all friends. I was able to establish additional relationships with them when I had one-on-one time with them. I have even been a bridesmaid in some of their weddings. I went from kind of knowing them, to going out with them, to being there for them, until now that we are really good friends. It led to a lifelong friendship. If you do not have social interaction, you really do not have a social life. It always helps if you can communicate well to have a social life. Social media created a whole new environment where individuals could be social or academic. I remember Facebook and social media made it possible not to have to be in the same room for a group project or for planning a party or excursion.”

Entertainment

“Hearing about a band from your friends or on Facebook and going to see it with your friends would be great. The more people you interact with, the more social opportunities you have to go out. If your pool is small, then that limits your entertainment options. I had to go and expand my network so that I could go out. Those individuals who were more social butterflies were the individuals who would go out more and always had more options for entertainment.”

Privacy

“The more I went out, the more people knew of me, but the more they knew about me, I would lose my anonymity.”

Academic Life

“If you are a social butterfly, it impacts the amount of time you have to sit down and work. It impacts the amount of time you are willing to go to review sessions and those sorts of things. Hanging out with friends rather than doing homework affects your grades. The individuals I associated with also ended up doing good with grades and so I would do well too, but when I was not doing good, it was like the saying goes—tell me who you hang out with, and I will tell you who you are. It can have a negative impact on your life if you are not careful, but it can be helpful to have good communication with your peers because that is how you can learn from each other, like through study groups. Communicating with your professors to reach your goals is important. I had my first few meetings with my counselor, and then I was on my own. I figured out what classes I needed to take each semester, and then I would just check in periodically. At the end of my spring semester my senior year, my counselor tells me that I am a class short from graduation requirements. The whole time they had been double-checking for me, they were counting a class twice. Had I had better communication rather than just checking in, had they engaged me earlier, they would have discovered I needed the class earlier. I had to take a class in summer school so that I could graduate.”

Emotions

“When you see something in social media or a news story in general that you hear about, it makes you sad if it is a tragedy. If you hear something tragic you are going to be upset. Depending on whether you have a good social interaction or a bad one, it can ruin your day. If you are upset at something going on, your friends can help you. Other people can make you feel happier. Relationships were broken because of social media, mainly from the emotions that people would have when they saw social media posts.”

Relationships Influences

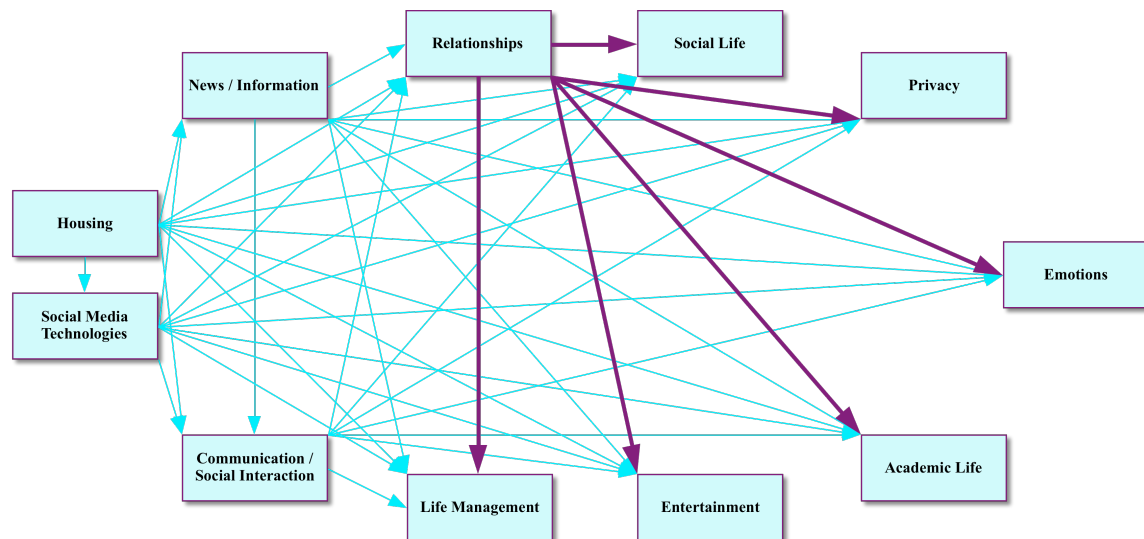


Figure 4.5: Relationships Influences

Life Management

“Building a bigger network of folks to have a relationship with, I find it tougher than managing my time. If I was going to do homework Friday night but since I was in a relationship, that person wanted to do something else. My life management now included someone else, so I had to adjust accordingly. I think if you break up with your girlfriend, everything goes to shit. Maybe if you have a good enough structure it can survive that. You have so much going on in school, personal life, outside of school, and activities, so if you did not have a significant other, you would have more time to devote to those activities. When you become good friends, your friends impact your decisions. I would always include them in my plans. For instance, I ended up not going to my last day of work so that my buddy would not be by himself. In college, I went more out of my way for friends than for family. One time, my friend was stranded, and it was completely out of my way, and I went to get her, but I would not have done it if it was my family because I was trying to get her to be my friend. I had to impress her.”

Social Life

“Relationships are your social life. Your relationships are your friends, and you are who you surround yourself with. I might have had a general relationship with a bunch of people casually, but if I was in a relationship with someone, that person’s needs took priority. I would probably go to what she needs than with my friends. If you have a commitment to a family member, I think that takes priority. There are times when friends and I would fight, and when we were having conflict, that cut back on the people I could hang out with or go out with, but that forced me to develop additional friendships.”

Entertainment

“The relationships that you had would impact who you would go out with and be entertained with. I am thinking about my five friends from freshman year. We pretty much stayed in the same type of things that we would do. The kinds of friends that you have, depending on what group you are involved with, will determine what kind of entertainment you are prone to seek out. Probably as a social club, we would do different things for entertainment than a book club. There are shows and movies that I would not watch on my own, but because my wife liked it, we watched it.”

Privacy

“The more you are spending time with your relationships like friends/boyfriend, the less privacy you are going to have. Just having someone else in your life reduces your privacy. If my close friends are five people, then my relationships are among those five people, but if I am friends with 100 people, then the privacy is much less. My senior year, when I started dating someone on campus, if you had the worst date in the world, it would spread like wildfire. People knew who you were dating, so if you wanted it to be a secret, you would date someone off campus. If you dated the Polynesians, they had a real close family environment, and some of their family would come over and go into the kitchen and eat stuff. Relationships where culture is different, especially if you do not want to share, strain the relationship.”

Academic Life

“Relationships affect academics, especially if it is a girlfriend or boyfriend situation. Me wanting to spend time with the person I was with rather than studying caused me to underperform in academics because I was spending time on her. Both friendships and relationships could distract you from your academic life, but they can also provide you with more support. One of my best friends was my go-to study buddy, but not my boyfriend because he did not study very much. Relationships with my friends, hanging out and spending more time together rather than doing our work, I think that affects our career. If I fought with my parents then yes, I would forget class, but also even with my friends. One time, I was jealous my friend was spending more time with her other friends than with me, and because I did not want to see her, I did not go to class because she would be there, and I would not want to see her. I would skip class, too, to go to lunch sometimes to hang out with my friends.”

Emotions

“If you have a good friend or best friend, that causes happy emotions; a good boyfriend/significant other produces similar happy emotions and vice versa. When your girlfriend breaks up with you, then you are heartbroken. Once I had a fight with my parents, and I had to leave work because I was still crying. I remember my friend saw me, and that was one of two times she ever saw me cry.”

Life Management Influences

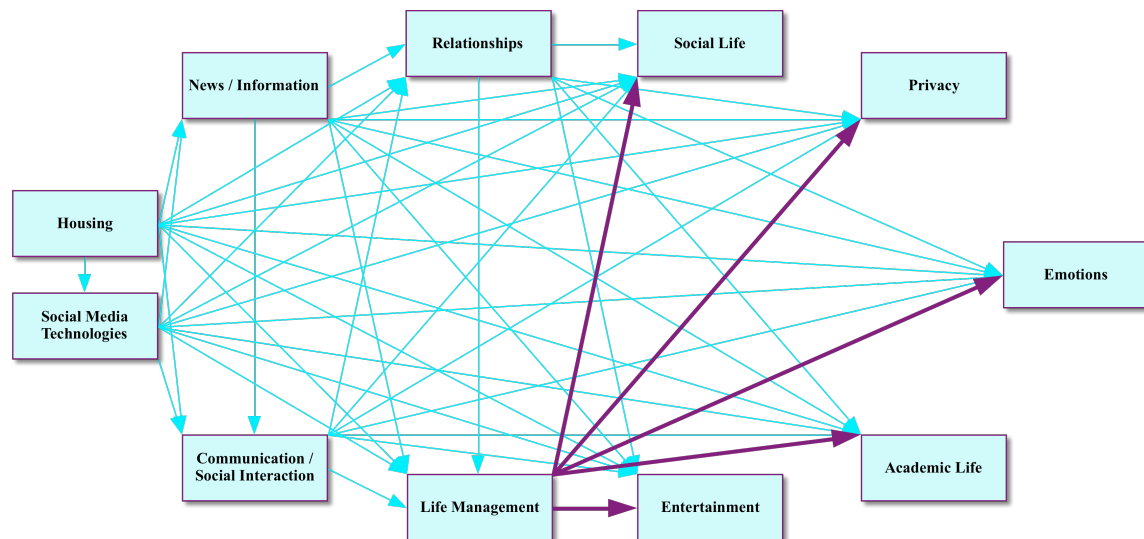


Figure 4.6: Life Management Influences

Social Life

“You have to be responsible enough to not have life management impact your social life. If I just planned out when I was going to be social, it would determine how much time I was going to devote to social life. You have to determine what that impact is going to be; nobody will do it for you. It is a question of staying prioritized and putting school first when it needed to be and also knowing when to have fun.”

Entertainment

“I planned to spend Friday and Saturday going and hanging out and doing things with people or watching a band, but it is me that determined or set time aside to do entertainment. Having to juggle everything at one time, you may or may not have time for the fun stuff. You just end up having to prioritize that. Entertainment should not be your first priority when you are in school. There were plenty of times when I could have gone out to a party or hang out with the guys, but I had to study, so I had to make a conscious decision. Likewise, I could have chosen to take a job to have extra money, but I did not, so I did not have extra money to go out.”

Privacy

“I want to be this social with these people, so I regulate my interactions with other people that I hang out with, and I decide to control how I let people into my life.”

Academic Life

“How you manage your life shows up in the classroom. You have to prioritize the things that you want to do and how much time you are willing to allocate to academics. Since I was a full-time student and had a responsible job of about 35 hours a week and I was president of an organization, I had to know when my meetings were and when I had to work. I had to manage my life well to do well academically. I worked so that I could go to school, so I needed to make sure both things were going in the right direction so that I could get what I needed to get done. When you are there on your own, you determine whether you will study or party. You have to manage your life. I know one person who started when I started and still has not graduated.”

Emotions

“Your decisions are going to end up impacting your emotions. If you make a good decision, you will be happy, but if you make a bad one, that will make you upset. It can make you feel stressed or frustrated.”

Social Life Influences

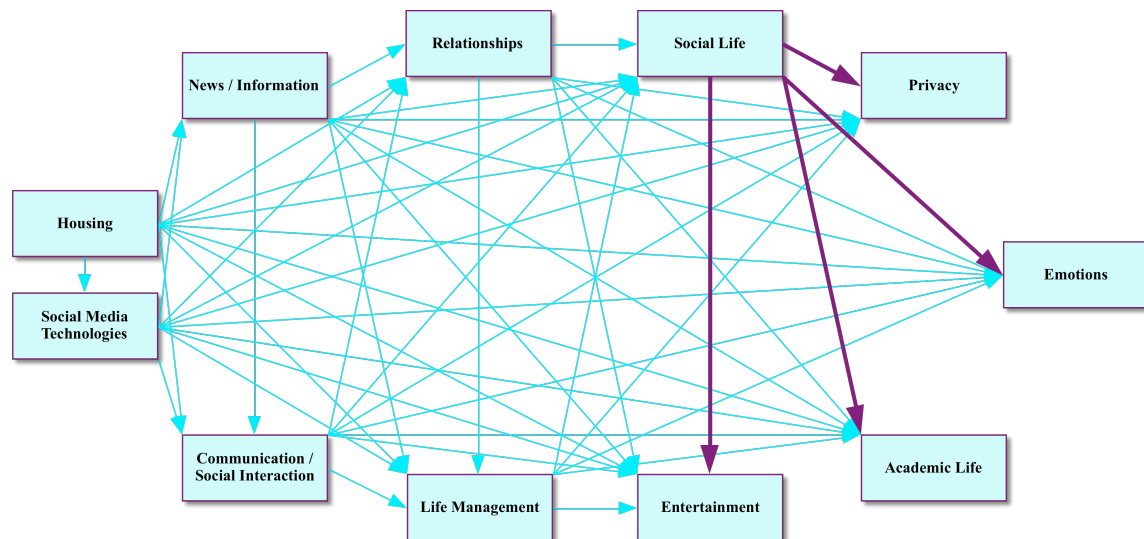


Figure 4.7: Social Life Influences

Entertainment

“The people you hang out with are the people you also entertain with. Your entertainment would be decreased if you did not have a social life. Having a social life puts you in a position to do more entertainment activities. For instance, you hear from your friends of a band playing at a certain place and you would not know it otherwise, so your social life provided you the information you would not have access to otherwise.”

Privacy

“If I wanted to be private, I would have less of a social life. If you have a large group of friends and you are constantly talking to them, it would decrease your privacy because they will know more about you and it is harder to keep things to yourself because you are constantly with others. The more social you are, the more other people are talking about you and know about you, so you lose part of your privacy. People know what you are doing because they see what you are doing, then they tell others who may then assume things about you. The more you open yourself up to more people, the more social you are, and the more outgoing you are—whether it is on social media or in person—the

less privacy you may have. The more friends you have on Facebook, the more people can see you.”

Academic Life

“Studying all night or partying all night certainly had a negative correlation with my grades that semester. I would go out with friends over the weekend when I should have been studying, so I was less prepared for a test on Monday. Many people in college have times when they spend Wednesday through Saturday nights out, especially if you are a girl. You meet boys where there are boys. In my Principles of Finance class I did not purchase a book until the day before the test because I was concerned with the social aspect and interactions of school and did not have time to buy it. Then I realized that was a mistake.”

Emotions

“There are times that your close social network is not with you or unavailable, so it takes away from any positive emotions you have that day. Your social life is connected to whether you are having a good or bad day. I spent a lot of nights at my computer when my friends were not available. There can be good moments and there could be bad moments; good friendships hard friendships. Someone who stays inside and does not go out and talk to people may be less socially rounded and may not be able to express themselves in all aspects because they do not have the experience communicating with groups of people.”

Entertainment Influences

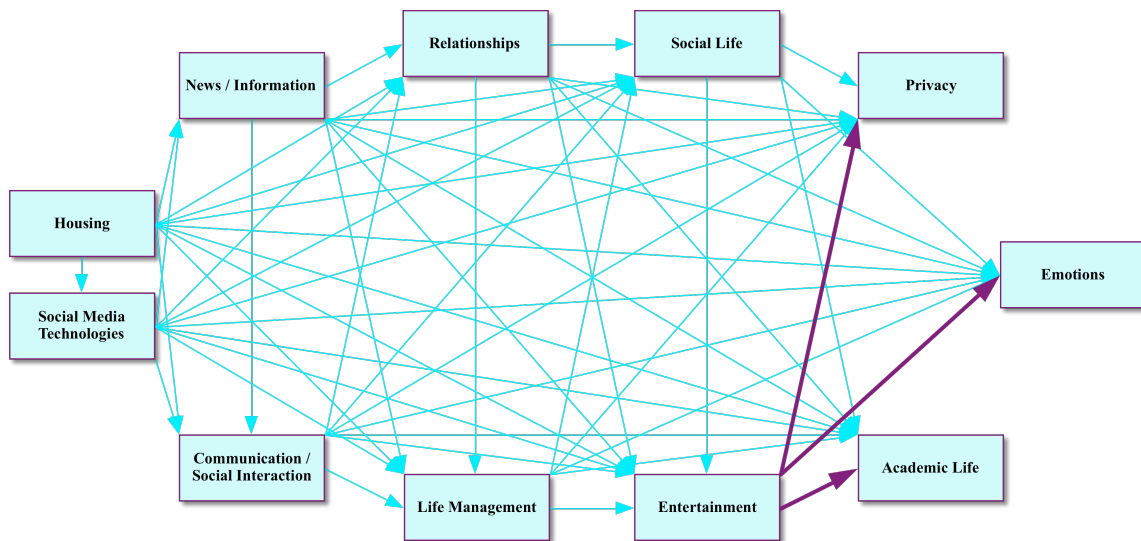


Figure 4.8: Entertainment Influences

Privacy

No usable quote available.

Academic Life

“It is a choice to go have fun at the movies or work on stuff. You need to spend time studying for a test and spend less time on entertainment. The more you party, normally the worse you do on your studies.”

Emotions

“Watching a great movie can really lift you up or bring you down. If you would watch a show that bums you out, like if you watch *7 Pounds* by Will Smith, and you get really sad. I was going to a basketball game and since you are with your friends, you would be all excited. If you won, you would still be excited, but if you lost, and since I am a sports fan, I would be bummed and I was truly down in the dumps for a little while.”

Privacy Influences

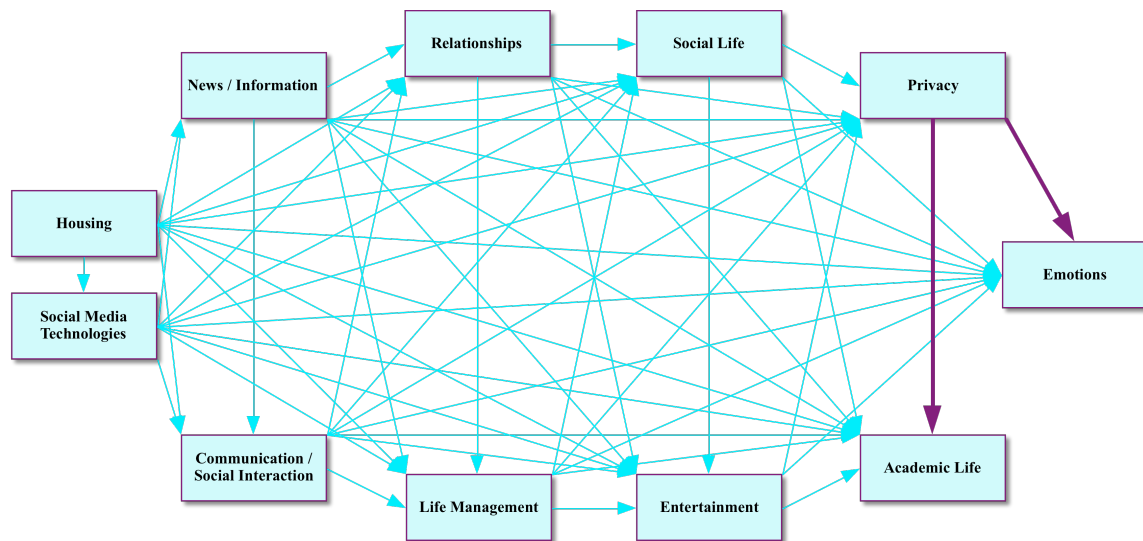


Figure 4.9: Privacy Influences

Academic Life

“It would be hard to find a space to study. It was hard to find a quiet place. When you find one, it is easier to study.”

Emotions

“If someone says something that you thought was private, it is going to make you upset. The more privacy I have, the more in control I feel. If I feel my privacy is being invaded, it makes me feel uncomfortable. There are definitely times when I was anxious to graduate from college and make money to live on my own. It would make me want to hurry up and finish school, make my own money, and get out of the house. If you have too much privacy, if you are alone too much, or if you are never alone or keep a diary, either way, either extreme will affect your emotions. Everyone needs a little alone time so we do not go crazy.”

Academic Life Influences

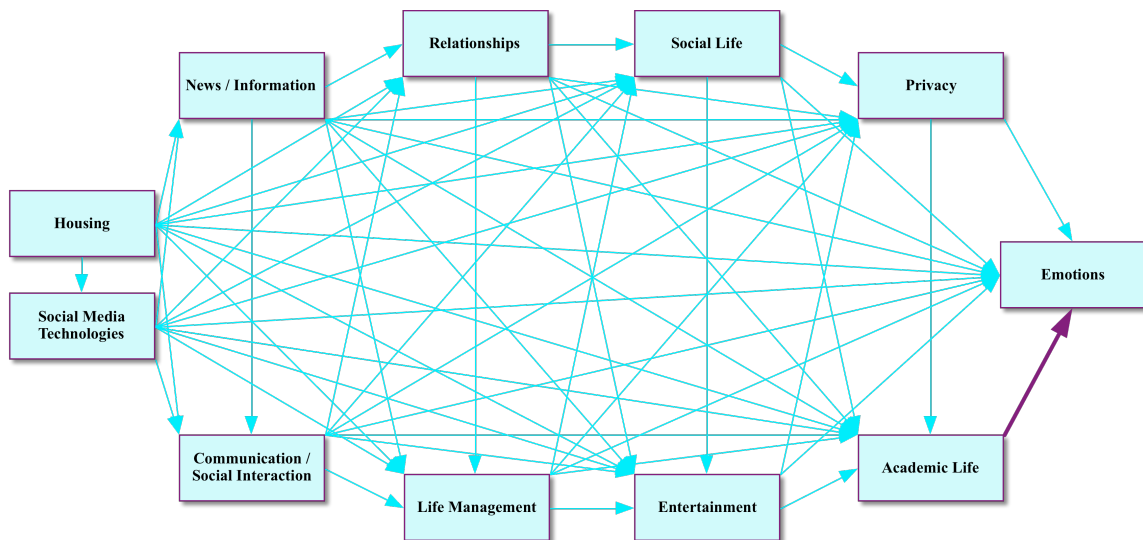


Figure 4.10: Academic Life Influences

Emotions

“I had a couple of friends who were doing shitty in their academic levels and ended up having to drop out of college or got put on academic probation. Because of that, they were aloof and not the happy individuals that they used to be. You are trying to do the best you can. If you do the best you can and you still fail or do not achieve the grade you wanted to, you are upset, and it can be a rollercoaster ride because you set such high expectations for yourself and did not meet them. There is emotional stress tied to reaching deadlines and trying to avoid procrastination.”

The Composite Interview Uncluttered SID

The cluttered SID contains all of the relationships described by the group. It is saturated with relationships. The problem with saturation is that a cluttered SID, while being comprehensive and rich, can be very difficult to interpret, even for a modest number of affinities that are highly interlocked or embedded within the system. In other words, many systems have so many links that the explanatory power of the system becomes bogged down in the details of the relationships. Comprehensiveness and richness are certainly objectives of the SID; on the other hand, so is parsimony. A way to reconcile the richness-parsimony dialectic is to produce a supplementary or secondary SID called the *Uncluttered* SID, one that has redundant links removed. Below is the Uncluttered Composite SID.

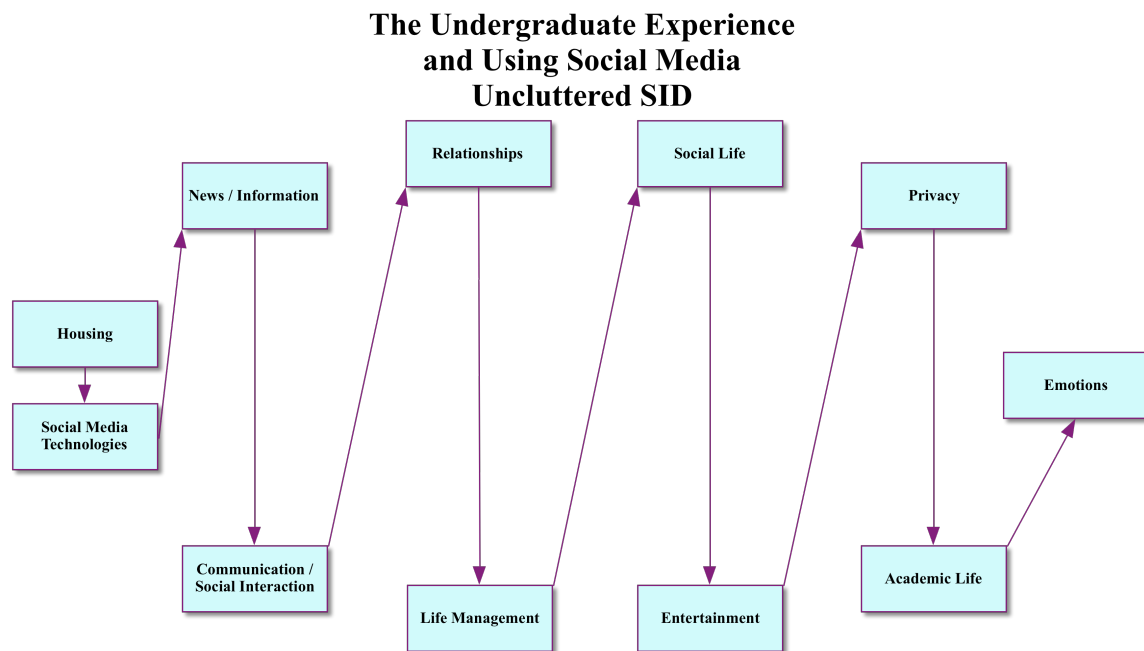


Figure 4.11: The Undergraduate Experience and Using Social Media System Uncluttered Composite SID

Pareto Reconciled SID

A link not directly described in the composite theoretical descriptions was added to the SID. Once the researcher had removed all redundant links, the Pareto Protocol, as referenced in Appendix A in the IQA process, was examined for conflicting relationships. Conflicts occur when the same affinity pair has relationships in both directions and a significant enough frequency to include both in the system. The lesser frequency is temporarily ignored in the IRD but is reconciled in the uncluttered SID. To account for the relationships, the system was examined to see if the conflicting relationship was indicated in the system, possibly as part of a feedback loop. If such was the case, nothing needed to be done. An arrow was placed from Comprehension to IQA as a Process to reconcile one of these conflicts.

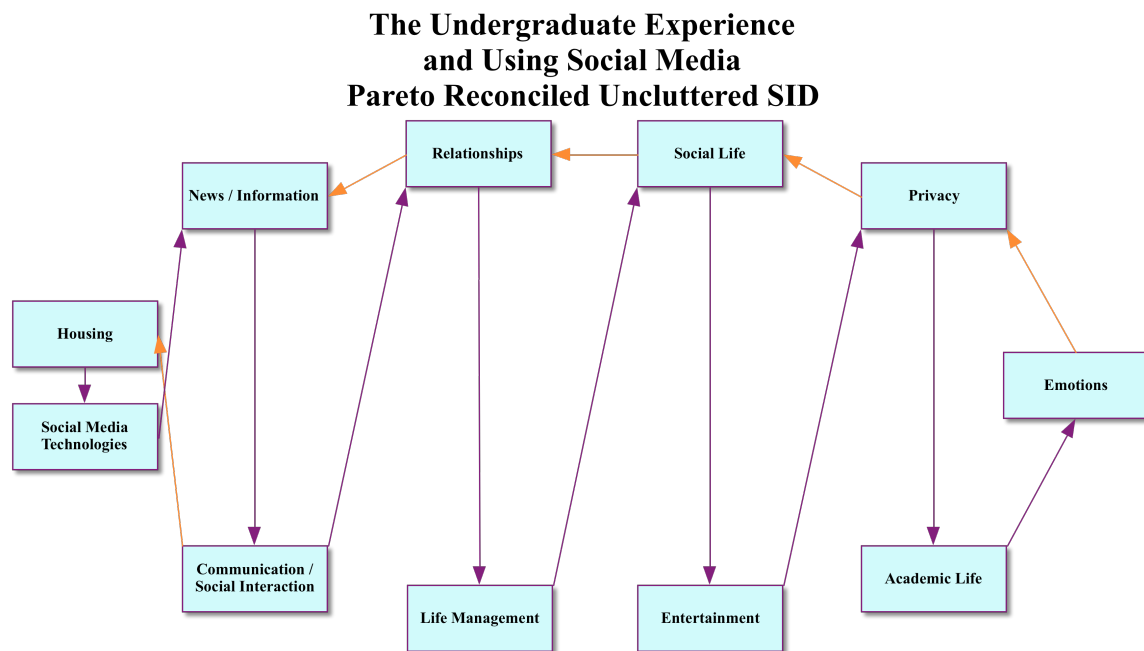


Figure 4.12: The Undergraduate Experience and Using Social Media System Pareto Reconciled Uncluttered SID

Emotions Influences... Privacy

“The more positive and happy you are, the more likely you are to be less private, but the more angry you are, the more likely it is you are private. When you are pissed, you want to be by yourself. Living with roommates in college, if you are upset at someone or sad about something, you did not have that much privacy. People will ask you what is wrong and follow up and check if you are okay. It is just the nature of the location and having people around you. You would not be able to keep emotions hidden. If someone’s brother-in-law was coming over all the time, you would have to tell him not to come over at a certain time. The other thing is that if people are emotionally secluded people, those are the ones that have the most privacy, but if you are outgoing, there is not so much privacy per se. At such a small campus, people talk. You can be a social butterfly if you want to be, but do not expect privacy if you are. If you are seen as a grouch or emotionally unstable, people would not stay around.”

Privacy Influences... Social Life

“Your lack of privacy almost forces you to have a social life. There was not a place in the dorms to have a moment of silence to yourself; you had to interact with others.”

Social Life Influences... Relationships

“Your social life is your relationships; it is one and the same. My social life dictated who I was going to have close relationships with. The meaningful relationships are the ones you associate with in your social life. You go out to eat with them and hang out with them.”

Relationships Influences... News / Information

“There were a couple of new stations that my wife regularly looked at that I never would have looked up on my own, so she opened me up to news and information. Depending on who you are dating or hanging out with, that is what you hear about. Since

it is an international school, if you are dating someone from New Zealand, you get news in their perspective and know what is happening back home for them. If you are hanging out with a group of friends, they will talk to you about home. You never had a friend that was not international, so most of your information and news came from them because they were always checking. We were talking about the same topics, news gathered from the same information outlet. Whoever you are hanging out with and who you are with constantly will impact the information that you see and that you talk about as a group of friends. If you hang out with activists, then you will talk about whatever is in the media that affects their points of view, but if you do not, you might miss a big story because you just do not know about it.”

Communication / Social Interaction Influences... Housing

“There are certain times I can remember my housing affecting my social interaction, like hanging out and partying. There were just certain things I really could not do or did not feel like it would be appropriate for me to do because I lived at home. I was not as involved or knew what was going on the year I lived off campus. Since you are physically not there, it is harder to mentally and emotionally be there. You pick where you are going to live based on your friends and finding out where they will be. I asked people for recommendations or looked for friends who needed roommates, so social interaction was important in finding a place to live.”

The Undergraduate Experience and Using Social Media System

Below is the SID that will be used throughout the study.

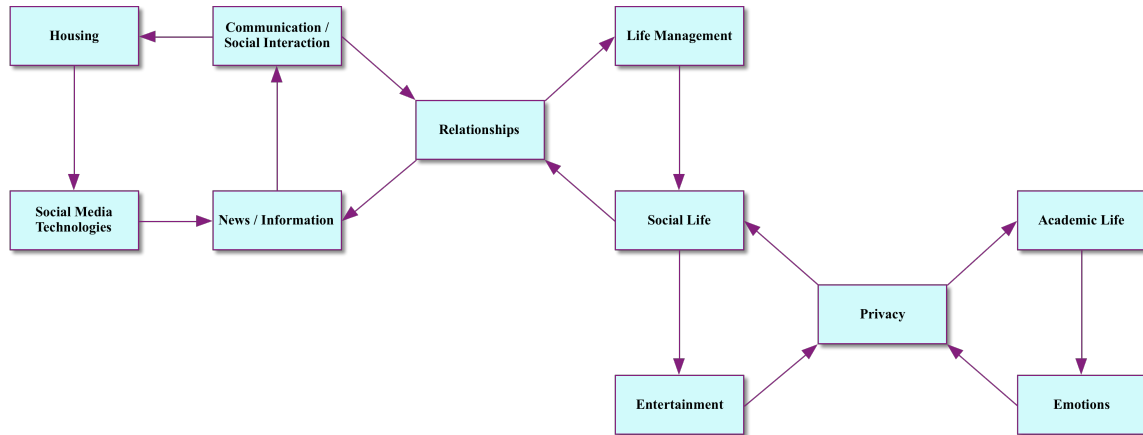


Figure 4.13: The Undergraduate Experience and Using Social Media System

The Undergraduate Experience System

Separating out just the affinities that make up the Undergraduate Experience produces the following SID.

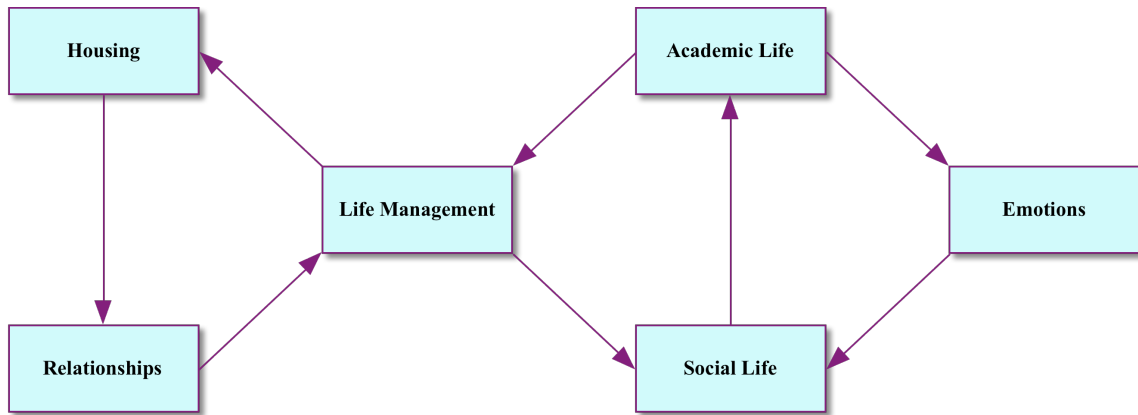


Figure 4.14: The Undergraduate Experience System

The Using Social Media Experience System

Separating out just the affinities that make up the Social Media Experience produces the following SID.

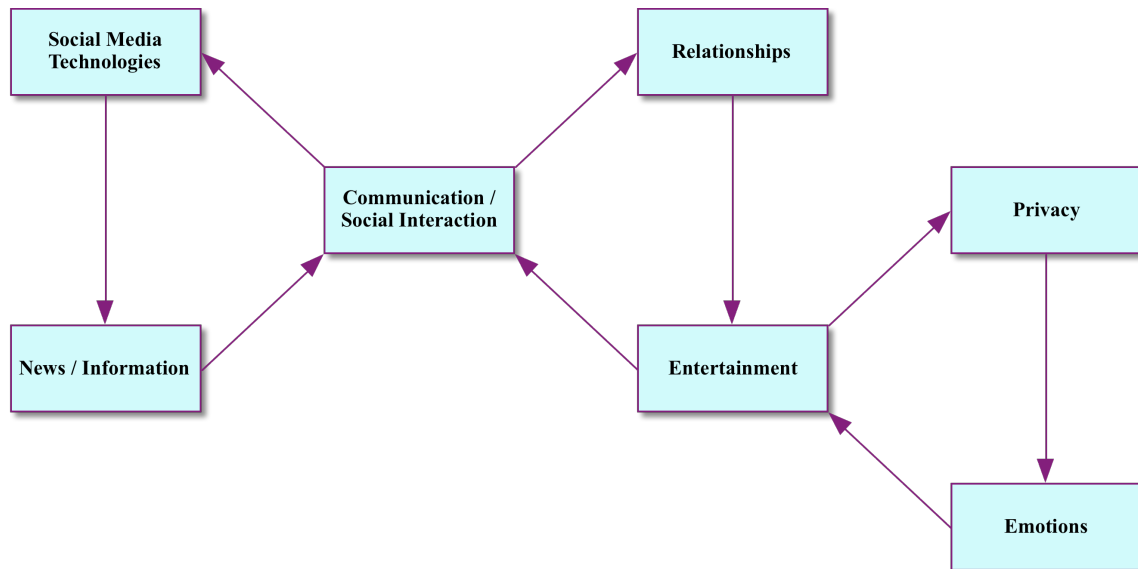


Figure 4.15: The Using Social Media System

CHAPTER 5: INTERPRETATION OF THE UNDERGRADUATE EXPERIENCE AND USING SOCIAL MEDIA SYSTEM

Introduction

In Chapter 4, the students' voices were heard. Chapter 4 addressed the two research questions of this study from the point of view of students who have lived the undergraduate experience and use social media. In the first part of the chapter, a composite analysis was used to tell the story of the group as a whole to answer research question #1, *What are the elements that make up The Undergraduate Experience and Using Social Media?* The second half of the chapter provided a composite analysis, which was used to tell the story of the group as a whole to answer research question #2 *How do these elements relate in a system of influence?*

The students' combined stories were shown to give the reader an idea of the range of meaning for each affinity and sub-affinity. Their stories were in their words and free from researcher comments. Chapter 4 allows the reader to draw meaning from the students. In Chapter 5, the researcher examines the meaning of each affinity and how it all comes together in a system. This chapter introduces ways to examine the system and provide insight and solutions into common problems; all with the final goal of identifying how to have a positive outcome in the system

Chapter 5 begins with a look at The Undergraduate Experience and The Social Media Experience systems independently to help understand how the each system works. Each affinity is defined and described in depth, and how the affinities work to form a system is explained. Next, the reader is taken on a tour of the system, explaining where the elements of the system lie and how the relationships between them work. Feedback loops are identified, named, and examined individually. After presenting the two individual systems, the researcher introduces The Undergraduate Experience and Using Social Media system, which combines the two individual systems. The Undergraduate Experience and Using Social Media system is the primary system to be examined in this study.

In the Exercising the System section, the researcher describes hypothetical scenarios that predict outcomes that may result from certain conditions, as well as describes what must occur to achieve a desired outcome. Finally, predictions, interventions, and practical implications are examined to provide solutions to identified problems.

The Undergraduate Experience

The following section describes each affinity and the system of the Undergraduate Experience.

Table 5.1: The Undergraduate Experience Sub-Affinities		
Affinity	Sub-Affinities	
Housing	<ul style="list-style-type: none"> ◆ Location of Housing <ul style="list-style-type: none"> ○ On Campus ○ Off Campus ○ With Parents ○ Other ◆ Living Environment/Atmosphere 	<ul style="list-style-type: none"> ◆ Type of Housing <ul style="list-style-type: none"> ○ Apartment ○ Dorm ○ House ○ Other ◆ Cost
Relationships	<ul style="list-style-type: none"> ◆ Roommates ◆ Close School Friends ◆ School Acquaintances/Classmates ◆ Cohort ◆ Faculty 	<ul style="list-style-type: none"> ◆ Networking ◆ Boyfriend/Girlfriend ◆ Spouse ◆ Family ◆ Friends Outside of School
Life Management	<ul style="list-style-type: none"> ◆ Time Management ◆ Academic Deadlines/Responsibilities ◆ Health 	<ul style="list-style-type: none"> ◆ Managing Finances ◆ Home Life ◆ Commuting ◆ Work
Social Life	<ul style="list-style-type: none"> ◆ Campus Activities ◆ Dating ◆ Entertainment/Events ◆ Hanging out with friends 	<ul style="list-style-type: none"> ◆ Intramural Sports ◆ Partying ◆ Relaxing ◆ School Sporting Events
Academic Life	<ul style="list-style-type: none"> ◆ Faculty ◆ Bureaucracy ◆ Classes 	<ul style="list-style-type: none"> ◆ Studying/Homework ◆ Growth and Transformation
Emotions	<ul style="list-style-type: none"> ◆ Anxiety ◆ Depression ◆ Fear ◆ Frustration ◆ Isolation/Lonely 	<ul style="list-style-type: none"> ◆ Overwhelmed ◆ Stress ◆ Happiness ◆ Excitement ◆ Pride

The Undergraduate Experience Affinity Descriptions

Housing

Housing has to do with where students live, whether on campus, off-campus, with parents, in the dorms, in an apartment, or in a house and the experiences they have while residing there. This affinity also explores the cost of living arrangements. One other primary housing component is the roommates students are given or choose. Students find their home-away-from-home in the housing they choose while in college. College is where they learn to do many things on their own that they may otherwise never have done by themselves. Often, it also the first time that they decide where they want to live. There are many housing options that are available to students, and students must make choices about the location of housing (on-campus, off-campus, or with parents) and the housing type itself based on their individual needs.

On-campus housing can include living on campus in dormitories (single, double, or suites) or small apartments (with or without kitchens would be another choice). Most of the on-campus housing choices will be predetermined by the university, as the university may require new students to live in a certain dorm or only allow students of a certain age to reside in certain halls. Other housing may not necessarily be on the main campus, but it is still near the school property. It is owned and operated by the university and is considered on-campus living. This type of housing structure is present in large, landlocked universities, which must secure land for on-campus housing near campus.

Off-campus housing can include living in a house or apartment near campus not managed by the university. Some fraternity and sorority houses fall in this category. Another option, for those living in their home city while attending college, is to live at home with parents. The type of living environment the student wishes to have is important in this decision.

Closely tied to the selection of living on-campus or off-campus is the decision to live on one's own or to look for roommates to split rent and bills. Cost is an important factor when selecting what type of housing best fits students' needs. When scholarships are plentiful, students may receive full coverage of housing and therefore, do not need to worry. However, for those who may not have received such help, budgeting and even working while attending college may be necessary to fund living expenses.

Relationships

Relationships include everyone whom the student comes in association or contact with during college. It can include roommates, friends, family, and faculty, as well as extended relationships created through classroom interactions with acquaintances. Relationships built while at the university include anything from best friends to passing relationships with university staff. Students may also make connections with adults and mentors such as faculty and family, as well, even though the student may not have much time to spend with family. Acquaintances and classmates as well as friends outside of school (e.g., coworkers) are also considered in the relationships affinity.

Relationships can consist of high-involvement or low-involvement relationships, determined by the level of communication between the parties involved. The most involved relationships with peers that students have in college are with roommates. Often, roommates are the first people that students meet, and the ones that they grow closest to throughout their tenure at the university. These friendships become lifelong relationships that are fostered long after graduation. Roommates thus become the student's closest friends while at the university.

Another high-involvement relationship that students may be involved with while at the university is with a significant other, whether it be in the form of a boyfriend/girlfriend or a formal spouse. The relationships can take a toll on a student

trying to juggle the everyday demands of college life. Usually, these relationships tend to be high-involvement relationships, except in the case of long-distance relationships.

Family relationships are complex during these coming-of-age times and can be considered very good or very trying, depending on communication efforts. This type of relationship can be affected by the fact that the student is creating a new life for him/herself, and it can morph into a very different type of relationship.

Low-involvement relationships, such as those with acquaintances and classmates, do not usually become long-term friendships; compared to interacting with roommates, the time a student spends interacting with these acquaintances is low. Their involvement includes sitting next to a person throughout the semester in class but not working with them outside of the classroom experience.

Cohorts are typically seen at the graduate level and formal cohorts are relatively few at the undergraduate level. Cohorts include groups of students who started during the same year and in the same degree program at college.

Faculty relationships are built to form an alliance where a student can turn for more guidance on a particular subject and at times, are the ones that help students build the confidence that they need to determine which direction they want to take in their studies, evolving into highly complex relationships. Other times, faculty relationships exist only during the time that the student is enrolled in the faculty's classroom and may never flourish into a mentoring or advisory role.

Some faculty relationships are also key to networking in the field of the students' choice. As respected professionals in the field, faculty play a key role in directing students to networking opportunities that may advance their chances of being placed in

internships or jobs. In this case, relationships are important in that students can learn from one another in these networking situations from people who share in their career interests.

Yet another type of relationship involves friends outside of school, which often includes friendships made through work outside of the university. Such relationships can help introduce the student to alternative ways of thinking or help them to understand the realities associated with working full-time for a living. Other relationships outside of school can also include friends back home who students try to communicate with through social media and other forms of interactive communication while far away from home.

Life Management

Life management is how the individual balances his or her life; life management includes everything that the individual must manage and attend to while in school, such as work, homework, friends, family, health, and finances. In other words, it is what the student cannot place on hold while she focuses on her studies. At the most basic, it is figuring out how to manage time effectively, down to the small details like travelling to and from school.

In the daily life of a student, the most common responsibilities a student must attend to are academic deadlines and responsibilities, which by all accounts generally come first for undergraduate students without a family life. After all, the purpose of being at the university is to graduate with a degree, and the ultimate responsibility of the student should be to complete his or her studies.

Having to work while in college usually results from the need to manage finances. A student may need to work for basic necessities or just for extra spending money. In fact, managing finances for many will include the complicated task of applying for student loans and scholarships to make sure that housing is paid for each semester.

Home life is another aspect of life that must be managed, and often students with families must manage their money by working extra hours of work. As a result of the need to provide for their families, the student's health can also be affected since they have little time for rest.

Social Life

A social life is all of the activities outside of a school and schoolwork that the individual partakes in to have an active social life. It can range from community activities with fraternities and sororities to weekend outings with friends; other examples of activities are going out to lunch between classes, having coffee with classmates, or going out dancing with friends on the weekend. Social life can involve activities on campus not related to academics.

An important component of social life early on in a student's career at the university is campus activities, so that the student can meet people with like interests that they may become friends with outside of the everyday learning period. Campus activities provide a common meeting ground and sometimes even transportation for those students who may not have the means of getting around the community. Such campus activities can also include intramural sports and school sporting events that students can participate in by playing or cheering on their classmates.

A major part of the college experience consists of students finding the time to relax outside of the classroom environment, through hanging out with friends, partying or participating in entertainment and events.

Dating is also one of the major sub-affinities associated with social life. Dating allows students to experience new emotions in a setting where they will be able to freely choose how to act in a relationship. Dating affects social life, as a person who begins to date may spend less time hanging out with friends to spend more time with the person he

or she is dating. The person they are dating may also introduce them to new things that they may otherwise not have been exposed to, as in the case of dating someone of a different culture.

Academic Life

Academic life directs the student's focus on his/her studies, including homework, classes, and reaching out to faculty for advice. Academic life includes everything relating to academics, such as studying, grades, homework, presentations and reports, group work, and attending class, as well as research and observational time, if applicable. During this time, a student will experience growth and transformation and is introduced to concepts that they will explore over a lifetime. During this time in a student's life, he/she may also experience the bureaucracy of the university system, as in the case of schedule changes and course substitutions that affect their degree outcome.

Emotions

Emotions describe all of the feelings associated with individuals throughout the course of their time at the university. Emotions students feel can range from negative to positive emotions that vary greatly in impact. Negative emotions include frustration, stress, anxiety, and even fear of failure in academic performance. Other negative emotions a student may deal with arise from living everyday college life; a student may be emotional about living away from home or dealing with difficult relationships. On the other hand, students can feel a range of positive emotions such as happiness, excitement, and pride. These are the emotions that students most often share with large groups of people.

Stress, frustration, and a feeling of being overwhelmed by school work are all normal, common emotions students feel in their day-to-day lives. However, sometimes negative emotions such as anxiety, depression, fear, and isolation/loneliness can drive students over the edge. These emotions result from a combination of factors, including

academics, relationships, and time management. Such negative emotions are difficult to share, therefore, forcing students into a downward spiral of negative emotions that is very difficult to overcome without help.

A Walk Through the Undergraduate System

Systems have two components: *elements* and *relationships among the elements*. In reading and interpreting systems, one looks at the structure and flow of the system. The system is read from top to bottom, left to right. The drivers of the system are at the top and left. The outcomes are at the furthest right point of each system. Feedback loops are key features of a system, and they are important to interpretation. Feedback loops can be identified if one starts at a particular element and following the links, tracing a path that returns back to the beginning element.

The sections below walk the reader through the Undergraduate Experience system, describing how the relationships work and identifying feedback loops.

The Undergraduate Experience System

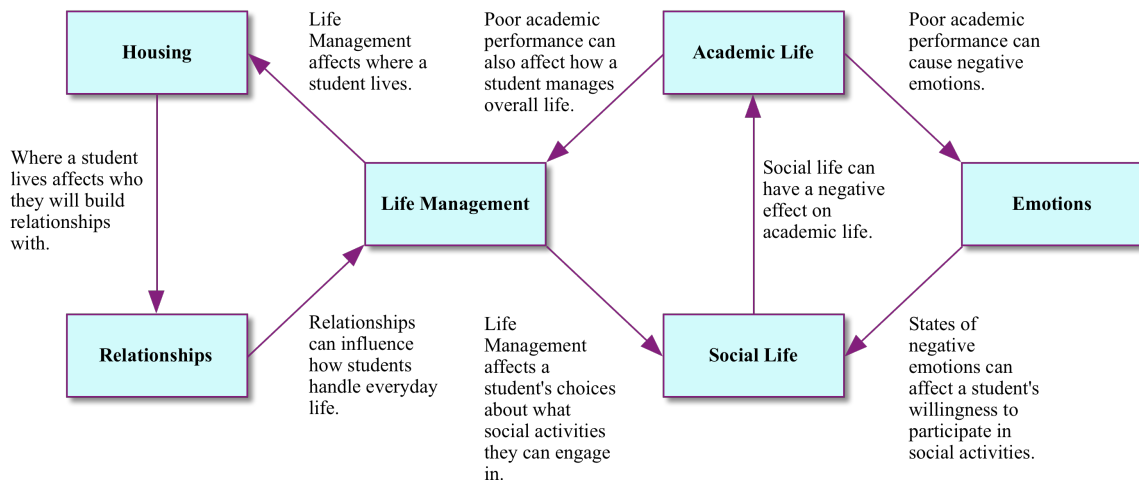


Figure 5.1: The Undergraduate Experience System

The Undergraduate Experience is governed by a series of affinities that affect one another. The end outcome of these affinities produces emotions in the student, and those emotions are incorporated into how a student is connected and engaged with their alma mater. Housing is the primary driver, because students begin their college careers by moving into their new “homes,” and it will continue to play a major role throughout their college life as it is a constant. It is the one place students return to at the end of every day,

no matter what happens during the day. Housing situations often force students to meet other people at the beginning of their time at university, and therefore, housing situations drive relationships with new roommates. Many students remain close friends with their roommates, who are often the first people they met through the university.

Eventually, as the relationships grow with time, these roommates will impact a student's life management, which will in turn do the same to a student's social life. Unfortunately, as is the case in the early college years, many students allow their active social life to take time away from their academic life. This situation negatively impacts the students' academic work, which can cause negative emotions, as well. Often, when students perform badly in these situations, they may not even return to university after the first semester. For some students though, a scare such as a bad or failing grade may result in emotions that drive needed the changes they need to make in their social life to positively change their academic life. When their academic life improves, their life management often does, as well.

The House Rules Loop

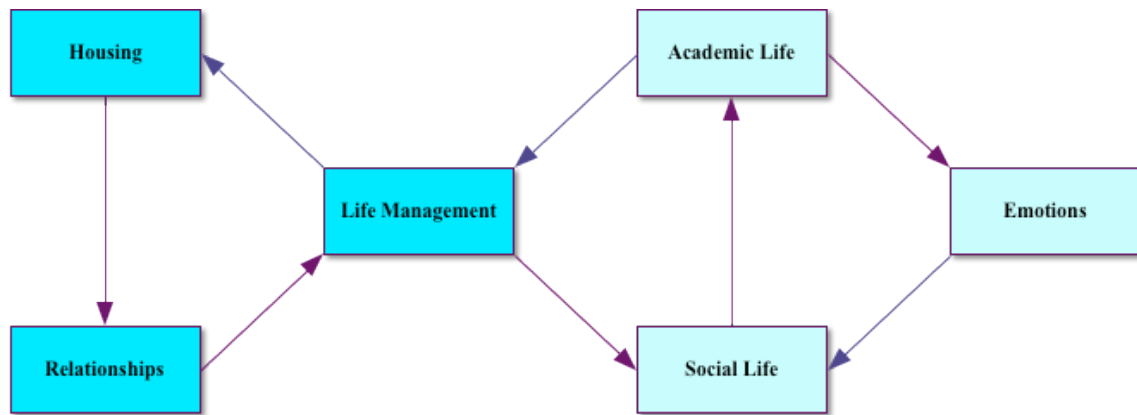


Figure 5.2: The House Rules loop

The loop titled “The House Rules Loop” is focused on the student's living environment. The house type, overall atmosphere, and even affordability, as well as other factors associated with housing, are all variables in this loop. The atmosphere that is

created by the housing situation varies from student to student and depends on personal preferences.

In this loop, housing drives relationships, as students tend to socialize with people living in the same area, whether it be the same room, floor, or apartment. Relationships are built from being around people and getting to know them, which is why housing is a primary driver of relationships. Relationships that last a lifetime are built in close living quarters. Many interviewees mentioned that they had been in the weddings of their college friends as bridesmaids or best men. On Facebook, friends posting pictures at a college friend's baby shower or wedding is common. Those relationships built with roommates help individuals manage life because they have others around to help cheer them up when they are feeling down or sick.

Although sometimes students may feel that their roommates are around more than they need to be, for example during moments when they would like to be left in privacy to cry or let something out, those interviewed agreed that it was refreshing to have someone that cared around, especially when they are far away from home. However, the need for comfort and quiet in times of sickness may be compromised for students living in an environment with many other college students.

Living together not only builds relationships, but also those relationships can drive life management, as a student's friends can directly impact how they manage their lives. When students are living together or closely interacting with each other for long periods of time, they pick up some of the habits that those other students display. As a result, they may start practicing those same habits, whether good or bad. Such habits can be anything from eating junk food nightly, staying out late, or even something good, like exercising daily. Nonetheless, they are habits that can affect a student's life management.

As a result, because of the influence students' roommates had on their life management, they may make different housing decisions, as in the case of choosing to live on campus or off campus the next semester or year. For example, a student may decide that the relationships in their current housing situation may have affected their life management so negatively that they want to live completely across campus from that person. Similarly, choices they make on location and house type also will be driven by the ways their current housing affected their life management. For instance, a student may have chosen to live on campus in a dorm the first year but decided to move off campus the second year to be free of strict dorm rules that may not allow study partners to come over past certain hours. By the same token, a student living off campus for a semester may decide the commute to campus was too long and move on campus. Of course, if a student lives in the same city as the university he/she attends, it may be easy to consider staying at home and commuting, however, not living on their own and getting some independence from parents and family may very well affect the student's relationship with his/her parents further. Each of these situations becomes a part of how students manage their lives and what housing they choose in the next year; the following paragraphs will review different types of housing situations for students at the university.

Some students live off campus at home with their parents. When living in a dorm, students develop a feeling of independence because they are in control of more aspects of their lives, such as allowing friends to come over at any time they wish. This feeling of independence may be harder to develop while still living at home. Their parents will still expect the students to follow certain rules while they are still living under the same roof. Parents even have easier access to their child's room than at the dorms. Also, students who do not live on campus can easily be left out of the action after class hours. Students who live at home may find themselves driving home late at night from study groups, having to prepare early for class, and packing up extras when headed to school (because a forgotten item means a drive home to pick it up). However, having a

private bathroom at home may be worth it to a student, who may have to share one with three other people at school.

In other off-campus scenarios, students live in apartments near campus without their parents. In this scenario, getting to school is something students worry about daily. For example, they may need to catch a shuttle to the campus at certain times, requiring them to plan ahead. Since the shuttle comes around at a certain time, students must wait and plan how long the trip to school will be. They would only be able to go back home at designated times, as well. When it rains, the buses driving past students waiting for the bus often splash them with muddy water as they wait for the bus at the bus stop. In this scenario, students may also increase and leverage some relationships in the classroom and be able to catch a ride home with someone who commutes to school instead of having to wait for the bus, building new relationships. Alternatively, students may meet new people and form new relationships because the only way they have of getting to school may be by riding the bus.

The experience of living on campus, though, is a good one in that students are almost always a short walk away from others who are in the same class. Students can easily share notes and books easier. They can also study until late hours of the night, wake up ten minutes before class, and still make it to class on time. When it's raining, they do not have to worry about driving in it, and they can even pop back to dorm for a quick nap between classes because they do not have to worry about losing a parking spot. If a student has to change clothes on a rainy day, they can just run to their dorm room and change into dry clothes. Those are some of the tangible benefits of living on campus, but students also experience less tangible benefits that have a deeper effect, as living in the dorms helps build strong bonds.

All of these situations may be a part of the undergraduate experience. Some of the most memorable times for students will include some of the most trying times that they

were able to get through, giving them an added sense of accomplishment for having lived through it.

The Undergraduate Juggle Loop

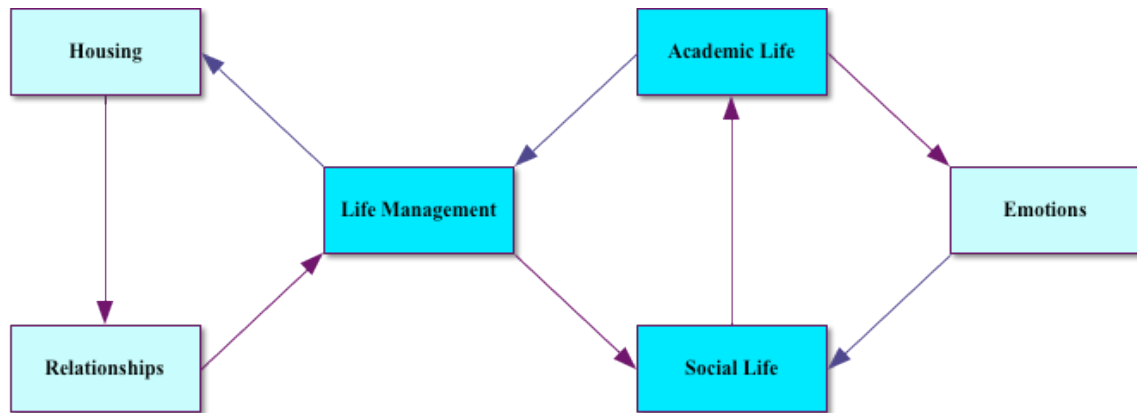


Figure 5.3: The Undergraduate Juggle Loop

The loop called “The Undergraduate Juggle” deals primarily with the three aspects of college life that students must learn to cope with and keep balanced. Students must learn to juggle life events such as working and learning, while being able to maintain some sort of a social life to keep them from burning out.

In this loop, life management drives social life because it relates to how students want to live their lives. If someone wants to be social, then his social life will be more active because he is actively seeking the social life, however, his academic life may suffer. Whether going out on a weekend rather than studying for the big test on Monday or going out every day of the week to meet people, the decision to overlook studying will affect a student’s grades. When academic life is impacted, students choose one of two routes to take. The route addressed by the Undergraduate Juggle loop, which is found in the majority of the cases examined in this study, is the one that affects life management once again to set students back on track with their priorities straight. The other affinity that can be affected is emotions, but that effect will be covered in detail in the “Struggle Loop.”

The Struggle Loop

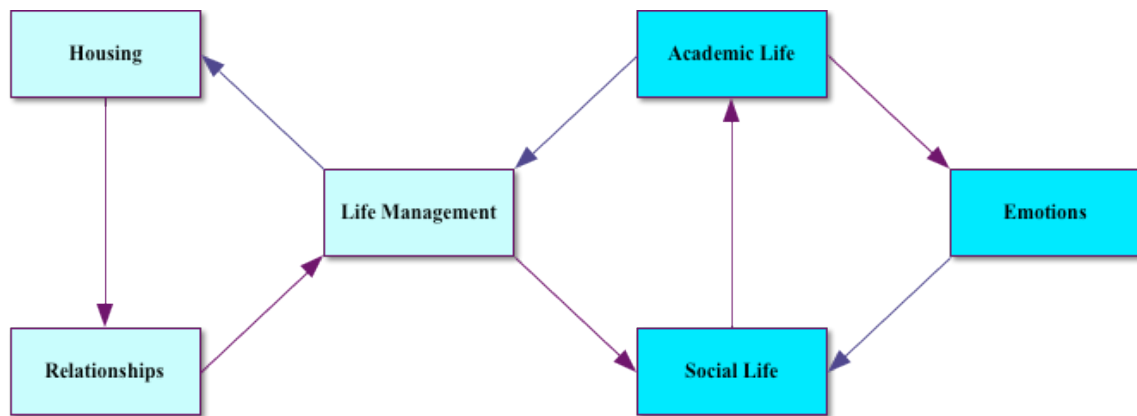


Figure 5.4: The Struggle Loop

In The Struggle Loop, the affinities of social life and academic life have an influence on an affinity that typically represents an internal battle, emotions. The internal struggle of managing emotions while at a university can affect an aspect of life that is important as a student—social life.

As referenced above, having too much of a social life can be detrimental to academic life. In turn, that academic life influences emotions. More than likely, when students receive a good grade, they will be happy, but if they receive a bad grade, they will be upset. Those emotions spill over into their social lives. If someone is happy because she is receiving good grades, she will be more carefree when out with friends, not worrying about what she should be doing instead, like homework. If a student is highly upset that he is not performing well academically, he will likely decide to place his social life on hold or only participate in it minimally to focus on his studies. Choosing to do so would be an example of how social life in turn affects academic life. This cycle would cheer a student up when his grades improve, thus improving his emotions positively and continuing the loop. For example, if a student does well academically after studying hard, the student may choose to celebrate with his friends, affecting his social life.

The Using Social Media Experience

The following section describes each affinity and the system of the Using Social Media Experience.

Table 5.2: The Using Social Media Experience Sub-Affinities		
Affinity	Sub-Affinities	
Social Media Technologies	<ul style="list-style-type: none"> ◆ Social Networks ◆ Media Sharing ◆ Microblogs 	<ul style="list-style-type: none"> ◆ Blogs, Wikis & Forums ◆ Social Bookmarking ◆ Social News
News / Information	<ul style="list-style-type: none"> ◆ Tradition News Media ◆ Alternative News Media 	<ul style="list-style-type: none"> ◆ Weather ◆ Reviews
Communication / Social Interaction	<ul style="list-style-type: none"> ◆ Information Sharing ◆ Media Sharing ◆ Discussing/Debating 	<ul style="list-style-type: none"> ◆ Self-Expression ◆ Advertising ◆ Making Money/Selling
Social Media Relationships	<ul style="list-style-type: none"> ◆ Family ◆ Close Friends ◆ High School Friends ◆ College Friend 	<ul style="list-style-type: none"> ◆ Old Friends ◆ Work Friends/Professional Network
Entertainment	<ul style="list-style-type: none"> ◆ Gaming ◆ Movies ◆ Music 	<ul style="list-style-type: none"> ◆ Photos ◆ Reading
Privacy	<ul style="list-style-type: none"> ◆ Personal Information ◆ Internet Behavior Tracking 	<ul style="list-style-type: none"> ◆ Security ◆ Privacy Settings
Social Media Emotions	<ul style="list-style-type: none"> ◆ Anger ◆ Annoyance ◆ Envy ◆ Frustration 	<ul style="list-style-type: none"> ◆ Sadness ◆ Surprise ◆ Happiness/Joy ◆ Excitement

The Using Social Media Experience Affinity Descriptions

Social Media Technologies

Social media technologies are the social networks that individuals use to communicate. Such technologies can range from early forms of social media networks to text and group messaging. Major popular social networks include Facebook and LinkedIn, although many universities have created their own networks that their alumni use to communicate. Media-sharing sites such as YouTube and Twitter are also considered forms of social media. Other user-generated and subscription-based forms of social media are blogs, wikis, forums, and microblogs that have become the authorities on particular topics of interest to users, which includes many medical, wellness, and healthcare sites such as WebMD. These sites are dependent upon subscribers who are interested in the next post relating to a certain topic.

News / Information

The news and information affinity includes any form of access to news and information, from traditional news media like newspapers, radio, and television to alternative news media, like tweets on Twitter. News can also be obtained from online resources, traditional newspapers, or newscasts and can provide links to more information than can be printed or included in a 30-60 minute segment that can be linked to social media or to an email. Information such as weather and movie reviews are not only accessible through websites, but they are also available through social media sites from friends who may live in the same area or share the same tastes.

Communication / Social Interaction

Communication and social interaction are all the ways that students connect, whether face to face or through an online forum where individuals communicate with their peers. Communication happens during breaks between classes, in groups, and in meetings. At universities, social activities are also a conduit for communication and social interaction, as well as university sporting events and intramural sports. Students

communicate both online and off, including information and media sharing, discussion and debate, self-expression, and advertising/selling items. Online social interaction, where information exchanges take place, are in the form of Facebook posts, tweets, and Instagram uploads. Offline social interaction, such as occurs at local hangouts and events, can also be a conduit for information/media sharing and self-expression.

Social Media Relationships

Social media relationships are the ones built with friends, acquaintances, coworkers, and followers on social media. This affinity explores who is connecting with whom and on what level those connections are being made. Although social media allows for users to adjust the privacy levels for each person that has access to their social media page, users are more open to sharing information with their social media relationships. Users can divide their social media relationships into groups such as family, friends (close and old), and professional networks. Privacy settings allow certain things to be shared with these different groups, allowing users to feel a more intimate connection to their online friends if they have full access to their profile posts.

Entertainment

Entertainment allows individuals to take their minds off of the happenings in their lives and includes music, books, games, and movies. Photos are also included as a part of entertainment since access to photos online is immediate entertainment. Gaming online through game consoles that allow communication with others like Xbox and PlayStation is a form of entertainment that can be used to connect with friends across the globe. Other online games, accessible through the smart devices like iPhones, are also interactive, such as Word Feud. Real-life entertainment, such as music concerts and events, are also a part of the entertainment affinity. From small karaoke bars to large concerts and dances, individuals have options on entertainment near and far. Also in the entertainment category are books. These books can be in the traditional paperback and hardback books or can be downloaded as e-books on handheld devices such as iPads and Kindles. Photos

placed on social networks such as Facebook, Twitter, and Instagram become instant entertainment for those scrolling through their news feed.

Privacy

Privacy as it relates to online communication can affect personal information and security if privacy settings are not activated. Using a public computer that is tracking keystrokes can compromise personal information. Personal information can also be compromised by saving user profiles online. Online users' searching habits are also tracked through Internet behavior tracking. This tracking looks at search keywords and then sends the user customized searches on products, based on recent searches. Privacy includes physical privacy as well as online privacy. Individuals can choose to live a private life if they choose not to partake in the activities going on around them. Individuals can also choose to remain private online by not sharing much personal information on social networks. Remaining online but setting up certain privacy settings is also another aspect of the privacy described by this affinity. Privacy settings can be adjusted to allow only those trusted by the user to view the information that you share with others, but many users fail to keep track of their privacy settings.

Social Media Emotions

Social media emotions are all of the emotions resulting from the use of social media. They can include the anger felt when an individual reads a certain post that he/she does not agree with, or the happiness felt when he/she reads about something good happening to a friend. These emotions cover a wide range, from anger to joy. Social media emotions will vary and will depend on the information an individual comes across on social media. Anger, annoyance, and frustration are negative emotions that can be a result of one-sided opinion posts on Facebook. Envy on social media results from watching someone vacationing, showing off their new car, or posting about their engagement. Sadness can be felt as a result of someone sharing sad news, such as that of a bad diagnosis or a death. Surprise, happiness/joy, and excitement on social media result

from posts where someone is sharing happy news, such as pregnancies and job promotions.

A Walk Through the Social Media Experience System

The sections below walk the reader through the Social Media Experience system, describing how the relationships work and identifying and naming feedback loops.

The Social Media Experience System

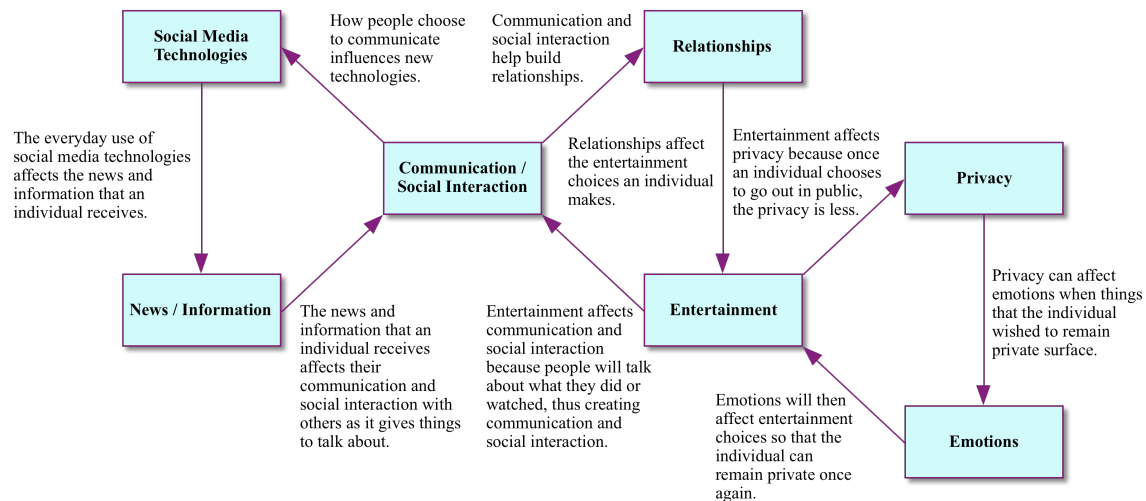


Figure 5.5: The Social Media Experience System

Consideration of the overall social media experience is imperative to communication with alumni. As we are aware, the needs of the newest generation of graduates include technology-enhanced communication. We hear the phrase that these children were born with technology in their hands, and alumni offices must quickly adapt to their communication needs. This part of the study explored social media experiences in-depth.

In this system, social media technologies drive news and information, which in turn drive communication and social interaction. This process does one of two things; it either drives social media technologies back in a loop referred to in this paper as the

“Social Connections Loop” or moves in another direction, where the affected affinity is relationships. Relationships then drive entertainment, which can then drive communication and social interaction. This process forms another loop that is driven back to relationships, creating the “Fun Times Loop,” described in detail shortly. This system also holds a third loop, the “Infinity Loop,” where entertainment drives privacy, and privacy then drives emotions. Emotions close the infinity loop up by driving entertainment.

The Social Connections Loop

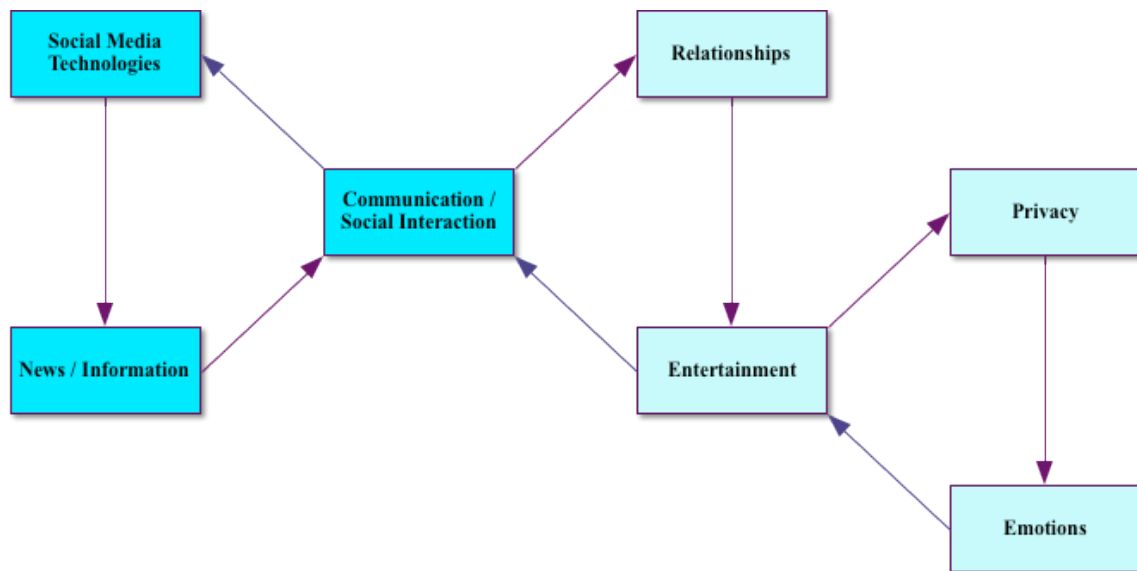


Figure 5.6: The Social Connections Loop

The “Social Connections Loop,” as this loop has been labeled, is the total access to information that students have to keep connected with one another and with the news back home and all around the world. This affinity encompasses news and information that can be obtained first-hand through social media technologies like Twitter and Facebook, as well as how people communicate that information and socially interact with others about it. The social media experience is imperative to communication with alumni, especially younger alumni. This part of the interview explored their social media experiences in depth.

This study found that Social Media Technologies drive News and Information, which then drive communication and social interaction. Since social media technologies are easily accessed in the palm of the hand through handheld devices, the items being talked about in social media drive the news and information communicated to others through communication and social interaction. Communication and social interaction drive social media technologies in that, depending on what technology the people students hang out with are using, they may be introduced to new types of social media. For instance, if friends use Facebook and Twitter, but the student has not subscribed to Twitter yet, she will constantly be getting breaking news secondhand and may end up subscribing to Twitter to learn news more directly from the news sources. Social media technologies also affect news and information in this way because now, instead of logging on to an online news source or watching television news, people can just get the news off of Twitter and receive instant updates rather than wait. Twitter can deliver bits of breaking news as it happens, with little time to wait since it is such an immediate communication source. Thus, the new generation does not feel compelled to wait for news as they actively seek information.

The Fun Times Loop

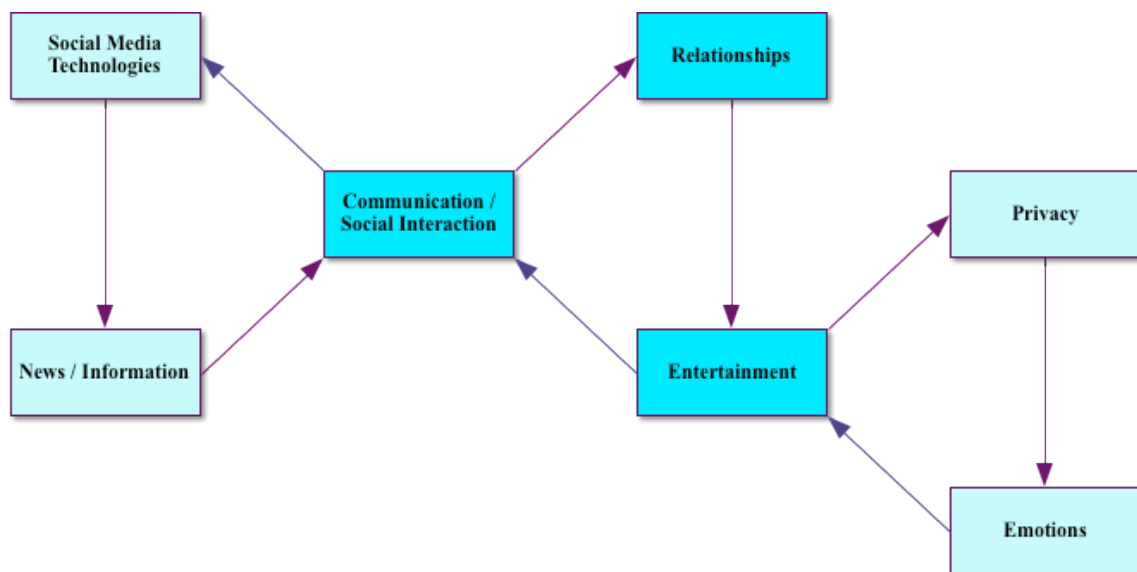


Figure 5.7: The Fun Times Loop

“The Fun Times Loop” refers to the overall entertainment that is a part of a student’s life. Communication and social interaction are a part of this loop because they lead to relationships, and relationships directly drive entertainment choices.

Communication and social interaction drive relationships. Relationships arise from communicating with others. To build relationships, communication must be initiated. If communication does not exist, the relationship does not exist. Relationships, then, drive entertainment choices because the people that one hangs out with have different ideas as to what is entertainment. For example, one person may think sitting at home and playing video games is entertainment, but another only considers something outside the home being entertainment, like going out to listen to a band or watching a movie at the theatre. The fun times that alumni remember as some of their best times almost always involve some form of communication and social interaction. Entertainment leads back to communication and social interaction in that people will be talking to each other about what they did the night before or prepping for the weekend ahead by making plans. For example, it was refreshing to see that in making these plans, students think about a designated driver and are conscious about whose turn it is to drive each other home safely. The communication piece is essential in the planning and coordinating of every outing and it helps build stronger bonds while having fun.

The Infinity Loop

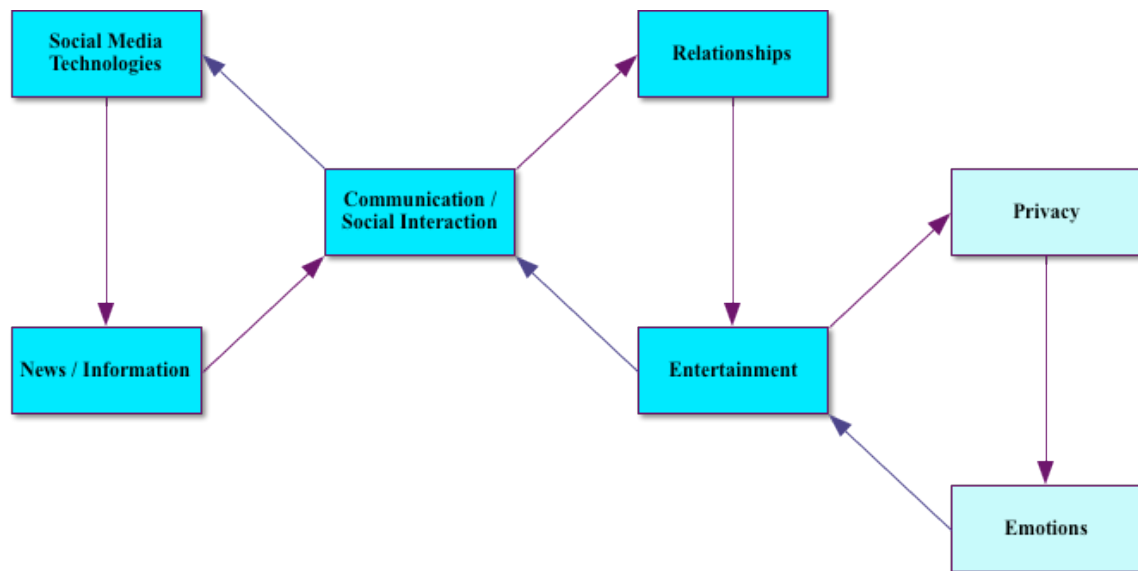


Figure 5.8: The Infinity Loop

“The Infinity Loop” describes a loop that becomes somewhat of a repetitive cycle for students, as shown in the diagram above. The infinity loop is created because the cycle begins again over and over in the need to communicate and interact with others, which now includes social media as a channel of communication.

The Infinity Loop starts with social media technologies driving news and information. As stated earlier, the type of social media technologies used directly impacts the delivery of news and information by word of mouth, as a result of the immediacy of communication of messages. A quick tweet about the latest sports scandal will provide individuals with news and information to share with others, thus affecting their communication and social interaction. Communication and social interaction then affect social media technologies in that what someone talks about in their social groups is usually what starts to trend on social media technologies and gets pushed further along as news of importance for the day. The latest fad, celebrity, or political gossip comes to light quicker because news and information is divulged almost instantly by social media.

In this Infinity Loop, such communication and social interaction can also impact how communication happens in relationships. Relationships then affects entertainment choices through the news communicated. For instance, one of the interviewees mentioned that she would communicate what her mom had heard on the news to her friends and her friends would use that information when making their plans to go out. For example, when her mom heard about trouble brewing at a downtown nightclub, she suggested they go elsewhere. The girl decided to relay the information to her friends, and because of that, they decided not to go out downtown and chose somewhere else to go. At this point, the fact that this group chose another type of entertainment for their immediate circle of friends may lend itself to communicating and socially interacting with a new crowd or in a new place. If it is a fun place, it just may end up as a new buzz on social media, thus starting the loop once again, which is why this loop is called an infinity loop.

The Circle of Trust Loop

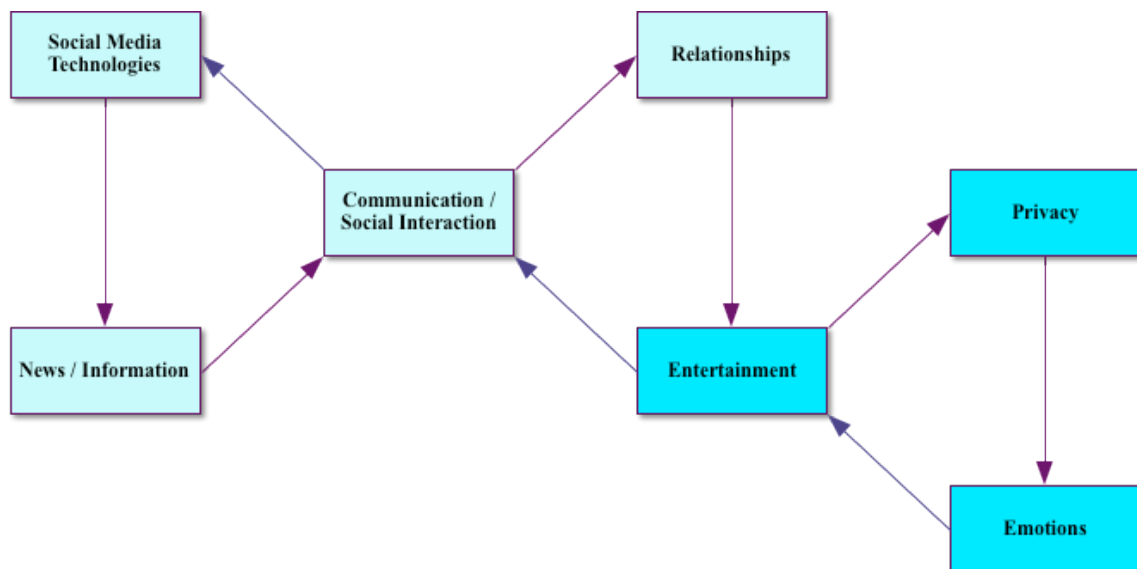


Figure 5.9: The Circle of Trust Loop

“The Circle of Trust Loop” occurs because in college, students quickly learn whom they can and cannot trust. This loop is a result of a moment of entertainment that led to the violation of someone’s privacy. For example, if a student does not keep a

moment private because he finds it entertaining, he may hurt people's feelings in the process, as it may be embarrassing to others who were there.

In this loop, entertainment drives privacy because being too open in what one does and being out and about where large groups of people are will expose a person's personal life more. Thus, he or she will obviously have less privacy. Privacy leads to volatile emotions because the less privacy one has, the more she will have to share her emotions. It was noted during the interviews that there is little time to be sad when a number of people are constantly checking in on someone. This constant barrage of people can also lead to uncontrolled emotions because he or she may be upset at the fact that he has to share and cannot mourn on his or her own.

Emotions affect entertainment choices because when a student is sad, he or she are more likely to stay behind and watch a movie, order in, and eat ice cream because he or she does not want anyone to see them the way they are. If they are happy or excited about something, though, they may feel like they are on top of the world, and they may want to celebrate with others.

The Undergraduate Experience and Using Social Media System

The sections below describe the Undergraduate Experience and Using Social Media system, illustrates how the relationships work, and identifies and names feedback loops.

A Walk Through the Undergraduate Experience & Using Social Media System

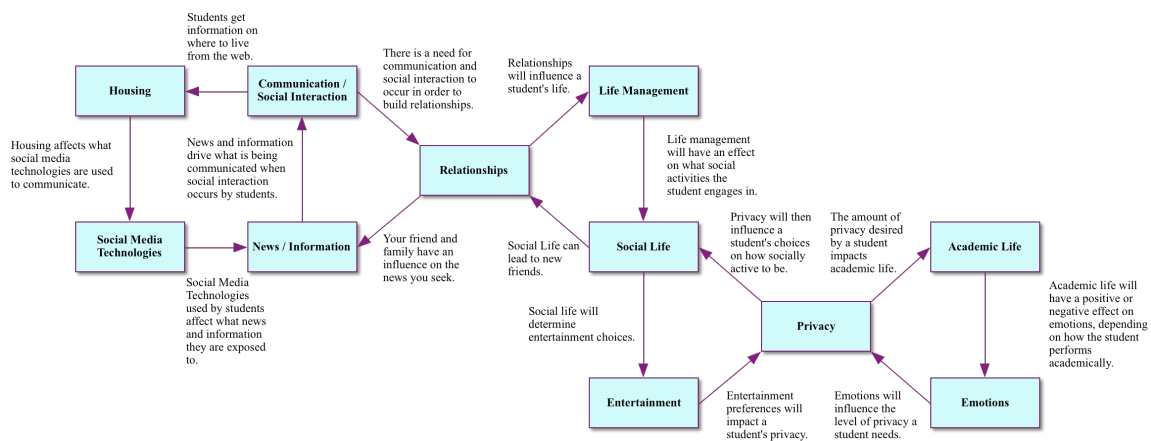


Figure 5.10: The Undergraduate Experience & Using Social Media System

The Undergraduate Experience & Using Social Media System as presented in Chapter 4 is the composite system of The Undergraduate Experience and The Using Social Media systems. The shared affinities, relationships and emotions have been combined in this system. It begins with housing as the primary driver of the system and emotions as the outcome. Housing affects Social Media Technologies, perhaps because so many students far away from home want to remain connected to family and friends back at home. The use of those social media technologies drives their exposure to news and information. To connect back home with friends, students can turn to either their handheld mobile devices or gaming systems that allow them to communicate with others across the globe, like through the currently popular Xbox Live. The news and information that they receive can then drive communication and social interaction as the talk of the day around campus or can lead to discussion in classes if the professor

discusses current events. From there, communication and social interaction can affect one of two things. First, it can drive housing decisions for the second semester or year. For example, if students are in an uncomfortable living situation and hear of a new opportunity to live elsewhere, they may decide to move. This type of communication and social interaction impacts their housing choices for the next semester or year, closing a loop in the system. The second turn communication and social interaction can take is to affect relationships. A second small feedback loop is created that affects news and information through the influences on the type of news and information that people in relationships share. That can then close the loop by affecting communication and social interaction once again. However, relationships can also affect life management, and that can have an impact on social life, as in the case of increased social activity. Social life can then affect relationships, closing the loop by in turn affecting overall life management, or social life can affect entertainment choices. Entertainment can affect one of two things, the first sending the system into a loop that affects privacy (being out and about reduces privacy) and consequently social life (increased exposure can increase chances to be invited places), and therefore, influences entertainment choices once again. The second route entertainment can take is to affect privacy, which would affect academic life, more than likely negatively, thus impacting emotions negatively (as when someone's grades begin to suffer). Students need some level of privacy to study and prepare for their courses, and if they do not have access to such time alone, their grades may eventually be affected, causing a sad emotional state. Emotions then would affect privacy once again in that an individual may now choose to be more private to get his academic life back on track, perhaps by studying more. That newly found need for privacy would impact his social life since he would go out less, thus creating an infinity feedback loop where the affinities would circle from one to another in a continuous pattern. Each loop will now be explained in detail and justified.

The Social Connections Loop

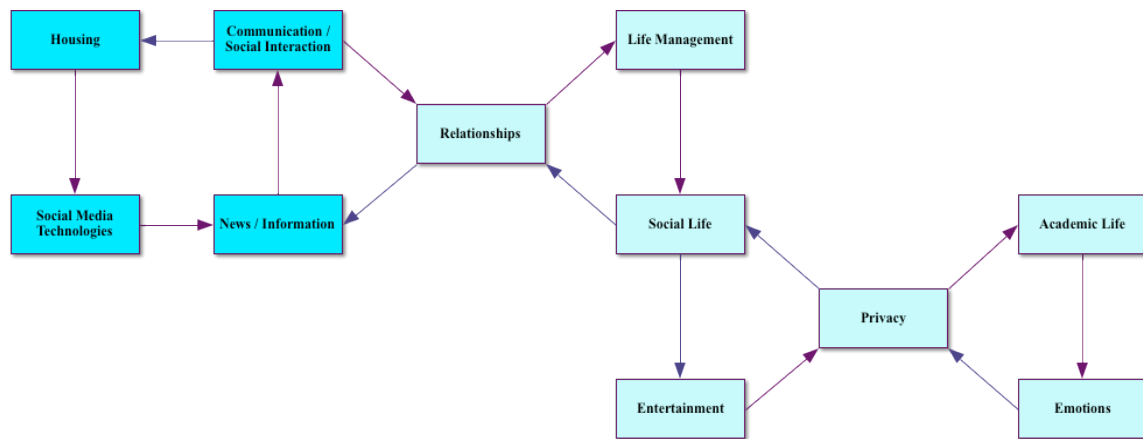


Figure 5.11: The Social Connections Loop

“The Social Connections Loop” within this system describes a symmetrical loop in which the primary driver, housing, is combined with the Social Connections Loop from the Social Media system. This loop involves not only the housing location, but also the means of communication used to communicate with those in the same immediate circles and beyond.

Housing drives social media technologies, which then pushes news and information. For example, living away from home would be cause for someone to communicate with family and friends back home, whether through telephone, text messages, Facebook, Facetime, Google chat, Xbox Live, or any other form of communication, which would expose roommates to the use of social media technologies that were, perhaps, new to them. With that new exposure follows a line of increased exposure of the technology to those back home. Additionally, if an individual is subscribed to Twitter for example, that social media technology will push them news and information relevant to what they are interested in. The news and information an individual learns can then drive communication and social interaction because these individuals will now be able to take the information back and discuss it with their peers. Communication and social interaction could also close the loop and affect housing in that

what individuals learn about one another may affect their future housing choices and whether they should move or not.

Crucial Relationships Infinity Loop

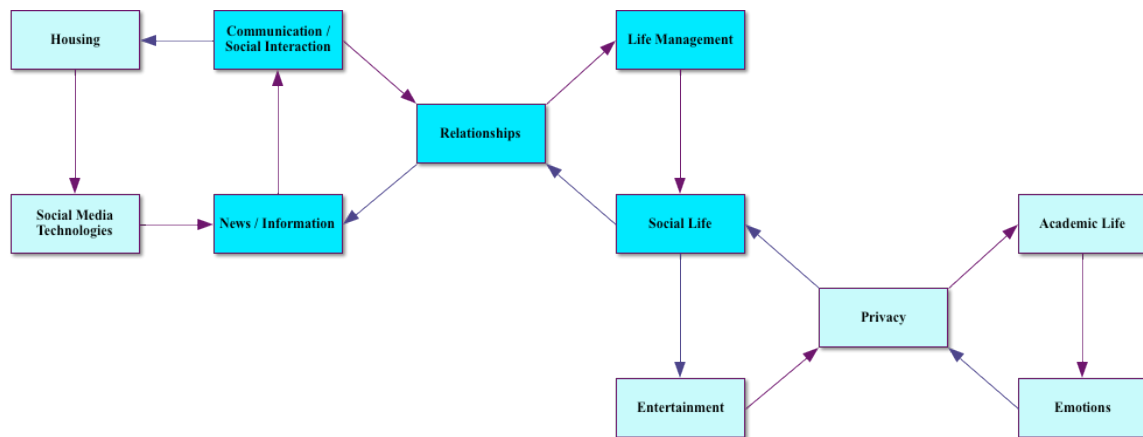


Figure 5.12: The Crucial Relationships Infinity Loop

The “Crucial Relationships Infinity Loop,” which is an infinity loop that students cannot seem to escape, contains all the elements affected by the relationships affinity. Relationships in this loop include life management, social life, and news and information, as well as communication and social interaction, which are all codependent on one another because these affinities drive everyday life outside of the classroom.

Beginning with news and information affecting communication and social interaction as the driving affinity, this loop considers the day-to-day activities and interactions outside of a formal academic setting. Communication and social interaction affect relationships in that in order to build a relationship, students must use communication and social interaction. In this infinity loop, relationships can take one of two directions in an individual’s life. The first is that the individual can let relationships affect life management; whom the person surrounds herself with can influence how she manages her life, as she will be making entertainment and food choices in tandem with other people. The second direction that relationships can take in this loop is to affect exposure to news and information, which will be referred to from now on as the

News-makers Loop. As discussed previously, relationships can affect the news/information one is exposed due to the everyday interests of different acquaintances. This influence connects to a small new feedback loop in which news and information affects communication and social interaction, which in turn changes relationships, thus leading back to the Crucial Relationships Infinity Loop. Another feedback loop is called the Access to News Loop, from which communication and social interaction affect housing. Housing, in turn, is an influence on social media technologies, which then pushes news and information.

The question that alumni offices should be considering when using social media is what type of messaging to send out to alumni, depending on what items were of relevance during their time at the university. Coming together as a community in support of one another during times of tragedy, even from far away, is essential. That is the way universities can create a bond and forge long-term relationships because there will be a mutual understanding, for instance, of the major historical events of their lifetimes.

In the loop where relationships affect life management, as in the case of negative relationships, life management can change an individual's social life because others may want to stay clear away from a friend who is close to trouble, thus, driving relationships once again. This issue leads to the creation of another small system, a loop called the "Juggling Act," which was referred to earlier in the study.

Privacy Matters Infinity Loop

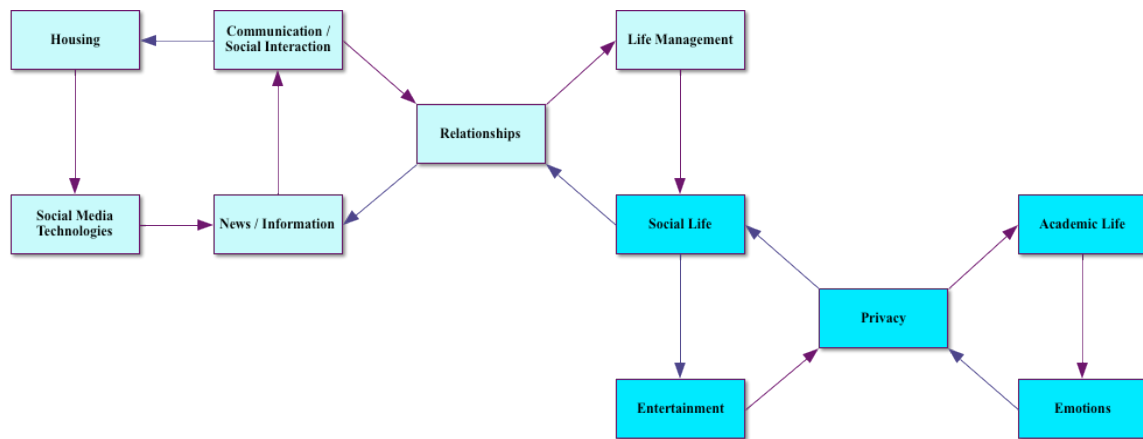


Figure 5.13: The Privacy Matters Infinity Loop

Privacy is at the center of another infinity loop in the system, labeled the “Privacy Matters Infinity Loop.” Privacy can influence academic life, which in turn has influence on emotions, and the loop returns back to privacy. This small loop is called the “Inside Loop.” Privacy is key in many events of a young adult’s life, whether privacy to mourn the loss of a loved one far away or the privacy needed to get through a sad or embarrassing moment or break-up. Sometimes, all students need is some time on their own, which can be hard in college, especially when so many other students are around.

Going back to the Privacy Matters Infinity Loop, privacy can also affect social life, as when someone wants some privacy, they may not want to be social; this choice to be less social will lead to different entertainment choices, such as choosing to stay in to read a book, which is a choice to be more private, in a small loop called “Private Life.” The less private someone is, the more of a social life they have because they are open to exposing themselves to new experiences.

Social life drives entertainment choices naturally because people in a group make entertainment choices together. Choices in entertainment can change. For example, preferences in television can change if someone gets married and makes compromises

with his spouse about what to watch. Friends introduce each other to new events or concert venues and new bands that they may have otherwise not known about.

The entertainment they choose continues to drive their privacy and whether they remain private or not. The entertainment they pick, for example, may be to go out to a club to be with certain friends. In these days of social media predominance, more than one friend will likely have a camera phone that uploads pictures instantly to Facebook. Individuals are unable to remain private even if they do not want others to know that they were out, especially if they had declined one invitation to take another invitation in its stead. This privacy or non-privacy then closes off the loop because something like this could affect one's social life. When something like this happens, the individual may not get the same invitation next time because they are now perceived as being dishonest or as having chosen one group over another.

Privacy also affects academic life, which in turn impacts emotions, and can then affect privacy once again in the small loop called the "Inside Loop." Students need privacy to study, something that many of those living in dorms may not have due to so many people living together. If living at home, students may also be affected by the living situation because they may have children or a spouse or elderly parents to attend to, and they do not have the privacy to focus on academic life, especially if they are nontraditional students. Students who live on campus may find it easier to walk a few steps to the library than those who commute, and they can possibly reserve a private room in the library for student group work by being in close proximity. Studying is a very private process. People need to concentrate in order to study for a test, learn concepts, and analyze systems, and if loud noise is in the background, they will not be able to concentrate, learn, and prepare for the test. As a result of grades, within the infinity loop called Privacy Matters is a smaller loop, which can be referred to as "Private Business."

In the Private Business Loop, three affinities interconnect: privacy, academic life, and emotions. It is appropriate to call it “Private Business” because none of the interviewees said that they would directly boast about receiving a failing grade or would share that they were not doing well in a class with their friends. This privacy is a result of the emotional turmoil they are feeling (emotions), and the need to keep this private perhaps leads to less of an open line of communication. If people are not talking about emotions, they can end up with the so-called “bottled-up emotions,” such as the emotions the interviewees talked about: anxiety, depression, fear, frustration, isolation and loneliness, or stress in the most dangerous form. Such emotions close this small loop back to the individual becoming private and to oneself. It is at this point that students who do not graduate may have felt the most pressure, leading to the decision that college was not for them.

Alumni Engagement: The Ultimate Outcome

While emotions is the outcome of the system, the ultimate outcome for the system is how young alumni do or do not engage with their alma maters through social media. In the end, how students feel about their experiences with school and with social media directly relate to engagement. Although no affinity is called “alumni engagement,” the outcome of the system as a whole results in alumni who are either engaged or not with their alma mater. The more that students are involved in the university, the more they will want to connect with the university after graduation, and that is why it is so important for housing, relationships, and all the other affinities to lead to positive emotions while the student is still at the university.

Of course, alumni will engage with their alma mater through social media at both extremes, both positive and negative, but universities can drive these emotions to be positive by improving the aspects of the college experience that they can while the individual is still a student. The system as a whole details the major affinities that can affect alumni emotions toward the university, and as a result, affect alumni engagement

after graduation. Although the university will not be able to control some affinities, focusing on the ones that they can improve on, like building strong relationships among students, ensuring students bond with the university, and easing the bureaucratic problems that leave students frustrated, angry and ultimately disengaged as alumni, will go a long way to building lifelong loyalty among students.

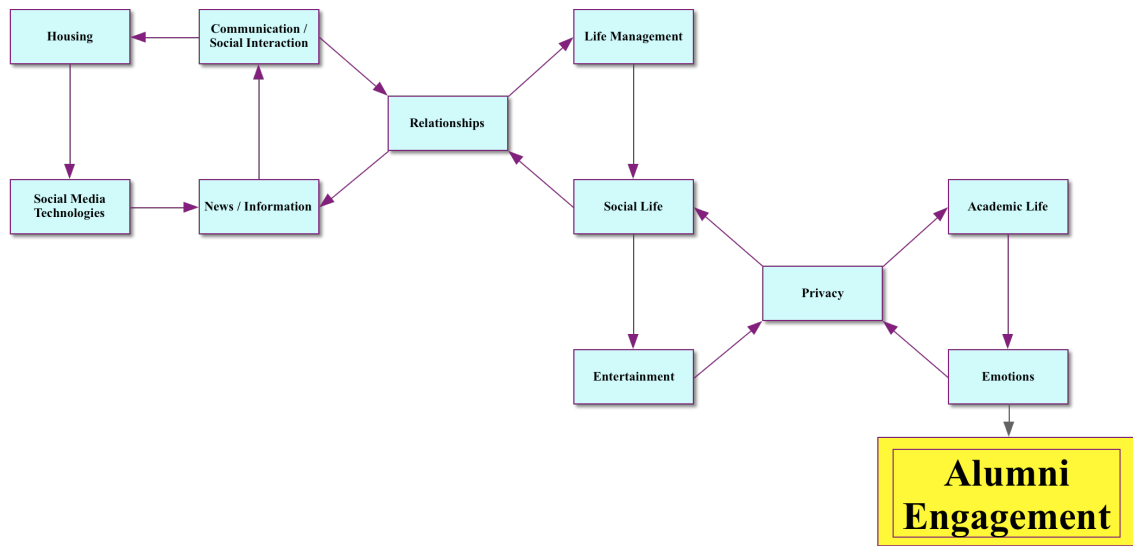


Figure 5.14: Alumni Engagement: The Ultimate Outcome

Exercising the Model

The power of systems is that they help predict how certain scenarios may play out. By examining a scenario where a certain condition occurs in an element, the researcher can predict how that condition might affect the rest of the system. It can also help to identify a desired state in one element, typically an outcome, and retrospectively describe what must occur to reach that state. The following scenarios illustrate several uses of the system.

Scenario 1: A Student Lives off Campus

What might happen when a student does not live on campus? Often that student does not spend much time on campus beyond time in class. A student who is not engaged in university-related activities may not experience university life as it is intended. Lack of participation can affect anything from relationships to social life and ultimately emotions. For example, a student who lives off-campus will not have the housing accommodations and experiences that students who live on campus do. They may still access social media technologies and news/information. However, the way that they communicate with others and interact socially will differ because they may not have someone who is their own age or who has similar intellectual interests to come back and talk to at the end of the day. Such people in the situation are people who live alone, with their parents, with a spouse and children, or with a roommate not in college.

Students who live off campus do not make many friends with other students on campus. To the extent they do they do make friends, the amount of time spent with those friends engaged in university activities is low, which can include peer-to-peer relationships as well as relationships with faculty and staff. Life management is more difficult since life is split between school and life away from school. The lack of relationships has an impact on their social life because it is friends that often let the others know what is going on. Students who live off campus are not as involved in campus social activities. Students are more successful in navigating the academic life if they ask

Scenario 2: A Student Transfers in Their Junior Year

What might happen when a student transfers in her junior year? This scenario is similar to a student who does not live on campus. Students who begin attending the university in their junior or senior year do not make as many friends. Students in their upper-class years are usually not required to reside on campus. This situation immediately eliminates the opportunity for them to begin building any relationships through mandatory housing requirements that would afford them a chance to interact with other students. They have less time to make friends, and the diversity of their contacts is often limited to the people they meet in their majors. Relationships are lessened to those made over a two-year period, leading to less meaningful relationships. Further, a student will have missed the initial undergraduate experience at the university, where traditions are learned and started. Again, the system predicts that given such negative states the transfer student will struggle with many of the same issues as students who live off campus. They may be able to overcome some of the challenges of academic life by nature of previous experience as a college student, but they still do not reap the benefits of help from other students. Succeeding at school is still somewhat difficult. Ultimately, a student who does succeed will have little emotional bonding with the school.

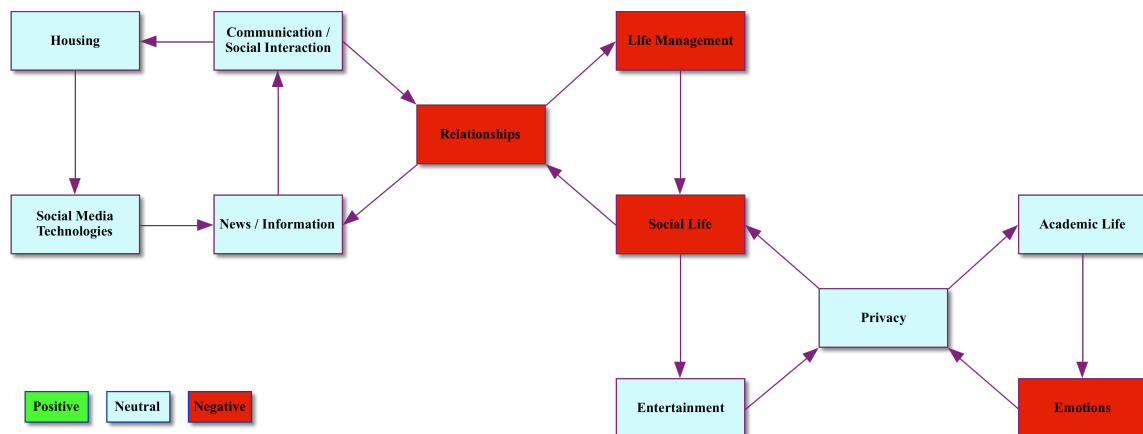


Figure 5.16: What might happen when a student transfers in their junior year?

Scenario 3: Highly Engaged Alumni

What does it take to have highly engaged alumni? A highly engaged alumnus is the ultimate desired outcome. To achieve this goal, the systems illustrate what an ideal affinity state should be. Ideally, the student will come into the university their freshman year and live on-campus. The university will have a robust social media strategy in place to communicate with students and allow students to interact with each other in a secure, safe way. The student will use social media technologies to access news and information and stay up with what is going on at school. Important information is pushed to the student for easy access. University-sponsored events are frequent and students are strongly encouraged and taught how to build relationships.

Communicating with others will help build trust and grow relationships. In a perfect scenario, the student would take the best parts of relationships with roommates and classmates and apply some of the everyday things that they have learned from those relationships to their own life management principles. Some of those life management techniques would affect the individual's social life and thus entertainment choices. Most importantly, the student will have access to many relationships that can help them overcome the numerous possible struggles a student may face. If a student is struggling for money, others can help them through the financial aid process. If a student is struggling in a class, other students are there to help. College is an emotional rollercoaster, but with relationships to help get through the tough times, a student will graduate feeling good about his school experience and feeling a special bond with the school. The student will remain close to many friends made during school and involved with the university through the alumni associations.

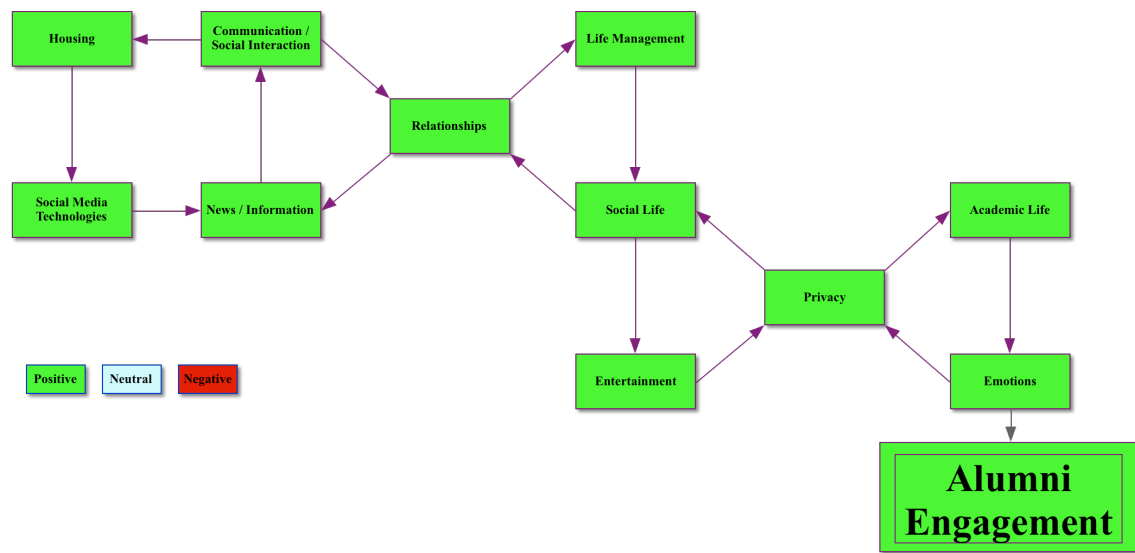


Figure 5.17: What does it take to get highly engaged alumni?

Predictions, Interventions, and Practical Implications

The undergraduate experience is key to understanding why students participate in alumni associations. For those who do not engage as alumni, the problem often starts at school. Where a student lives drives a majority of the undergraduate experience. As is true in all aspects of life, relationships are the pivotal element of the system. Relationships are at the center of vicious or virtuous circles. Strong relationships can help one overcome great difficulties, but the lack of help can lead to a downward spiral. Social media is a powerful tool in building and maintaining relationships. By understanding what can go wrong in the undergraduate experience and how social media can be used to remedy some of the problems, alumni associations, alumni relations professionals and university administrators can use The Undergraduate Experience & Using Social Media system to analyze problems within their school and develop plans to solve those problems. Knowing how all elements of the system work together as a phenomenon allows users to avoid assuming a one-to-one causation of the problem with a single solution. A change in one element may have unintended consequences. Too often, those who make the decisions make them without fully knowing all of the elements in play in the system. They make a change, but results are poor.

The following section looks at each element of the system, and its role in obtaining the ultimate outcome of alumni engagement. The power of systems is that they provide a tool for predicting how an outcome might be affected given certain inputs. Systems are theory-generating, meaning researchers can identify a particular problem or desired state, create an intervention, and predict the outcome. In the following section, potential problems and solutions are identified based on the researcher's interpretation of the systems and understanding of common problems possible within the system. This section presents alumni associations, alumni relations professionals, and university administrators with ideas on how the findings in this research can help them to better connect with their alumni and build the relationships that they need to motivate young alumni to participate with their alma mater.

The systems in this study can be used not only by alumni associations and university relations departments but also by marketing professionals who seek to help universities market themselves. The information provided in the individual Undergraduate Experience system would help create advertising to students that will cater to their interests and to the realities of college life. While most advertising for schools focuses on academics and athletics, marketers should also consider the relationship aspect in such commercials. This campaign can also focus on the relationship between faculty and students outside of the classroom environment, perhaps in the real world, putting to practice what has been taught in class.

Housing

Housing is the driver of the system and a predictor of how a student will be engaged as alumni. Housing is critical because where a student lives influences the relationships he or she develops and the university experiences they engage in as students. Students that live on campus make more and stronger relationships and are more involved in school activities.

Problem	Solutions
Students do not Live On Campus	<ul style="list-style-type: none"> ◆ Require students to live on campus ◆ Build more dorms ◆ Purchase apartment complexes neighboring the university for student-only housing ◆ Provide cost control for student housing
Commuter Parking	<ul style="list-style-type: none"> ◆ Build more parking

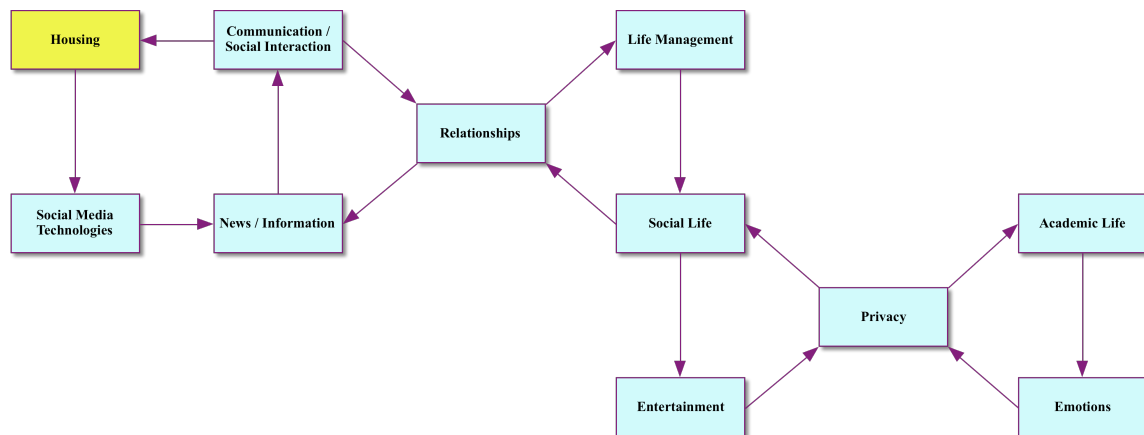


Figure 5.18: Housing

Living on Campus

Students should be encouraged or required to live on campus because it is the most effective way to ensure students build community with other students and gain attachment to the university and to one another. To accomplish this goal, the community-

building and safety aspects can be emphasized in marketing, as well as requiring students to live on campus.

Designating a residence hall(s) or area(s) for first-year students to begin forming their own cohorts (e.g. Athletes, Drama Students, Gamers, etc.) allows them to get together in one area without having to always drive off campus. An area on campus with diversions like arcade games, bowling, and even special screenings of movies would help facilitate this group-forming as well. Staff would be needed for extended hours to run such congregation areas, but student employees can be used to help run these areas, who are at a much lower pay grade than full-time staff and do not require fringe benefits. Universities should also think about encouraging transfer students to live on campus since they, too, are first-year students at the university.

Building Dorms

Although it would take a long time to see a return on investment from expanding housing opportunities, the university should consider feasibility studies that project how investments in housing and residence halls would not only increase enrollment and budget but also increase the opportunity for alumni to remain more connected to campus through state-of-the-art buildings. State-of-the-art buildings with the type of living areas conducive to social interaction are costly, and it would take at least a couple of years to raise the money and actually build them. However, these buildings could serve as a great long-term solution. The new trend of building high-rise housing with parking structures beneath would also help if the parking garage was open to the public for events on the weekends, as it can serve as an additional revenue source.

Purchasing Apartment Complexes

An alternative to building new dorms is to purchase existing apartment complexes near the university. University government relations personnel should be on the lookout for economic development incentives that their city or town may be willing to offer.

Oftentimes, owners of run-down apartment complexes do not want to rent out the units to college students because they do not take good care of the units, but they may be willing to sell their land and the units to the university directly rather than lose out on money from so many repairs or broken leases.

Control Housing Cost

Keeping housing costs to a minimum would make housing more attractive to students. If housing is affordable, the students will more likely want to try the experience of living on campus. By providing alternative housing opportunities, like suite-dorms, double-dorms, single-dorms, and apartments, controlling the cost can be based on personal choices, and the extra choices would also help the university leverage costs from those who may be able to afford the costlier rooms instead of spreading costs across the board.

Build More Parking

Universities should consider accommodating commuters' needs to ensure that all students feel as if they receive equal treatment for their share of tuition. To accomplish this goal, commuter complaints should be addressed, such as one of the most common ones: the need for more parking spaces.

For those students who do not live on campus, something as simple as consistently having trouble finding parking can be their only memory of the university, even though they may have had great teachers. For these commuter students, it is important for universities to also consider accommodating their requests because they only spend a limited number of hours on campus, and to create a relationship that lasts a life time, the impact must be evident in the little time they do spend on campus. Not tending to these students' needs may make them consider a transfer to another university, which definitely means losing their loyalty. For instance, having them park in a grassy overflow parking area and never doing anything to at least clear the area for them,

especially when it rains, may be a big enough problem to prompt students to leave. This type of student may have average professors and may not feel like they are cared for as much as for the ones who live on campus, which leads to negative feelings. Taking it one step further, consider that this student was already a transfer student who is only at the university completing her last two years of final coursework in the field; the university has already lost out on two years of relationship-building time. The negative experiences will therefore resonate more with this student because the university does not have all four years to fix a negative experience.

The Social Connections Loop

The Social Connections Loop includes social media technologies, news/information, communication/social interaction, and housing. The Social Connections Loop is a driver in the system and must be leveraged, as these affinities can all affect relationships, which have proven to be an important part of the entire system.

Table 5.4: The Social Connections Loop Solutions

Problem	Solutions
Ineffective messaging through multiple social media channels	◆ Constant, timely, relevant and effective communication through multiple social media formats
Alumni associations do not interact with current students	◆ Create access for alumni to interact with current students
Info is not relevant	◆ Gear messaging to young alumni needs
Advanced technology costly	◆ Take advantage of free platforms and of student created technology
News is administration driven	◆ User (alumni) generated websites and interactive forums
Reaching the unconventional young alumni	◆ Using new media formats like games on smartphones

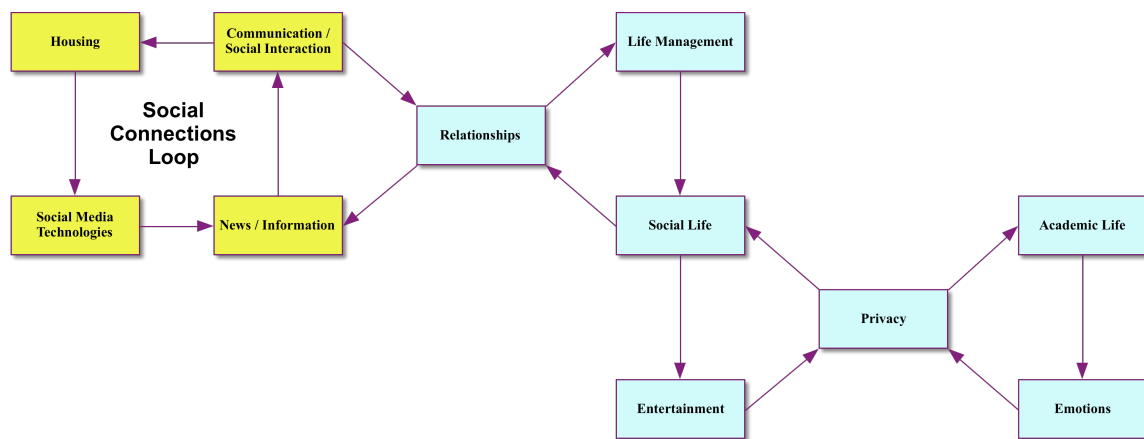


Figure 5.19: The Social Connections Loop

Constant Communication with Effective Messaging

Alumni relations officers should communicate regularly, whether with constant emails to communicate news or to invite young alumni to events, and the communication should be constant so that alumni can feel like they are a part of their university even when they are off-campus. What is communicated to alumni is also important because alumni officers should be conscientious about not wasting alumni's time with ineffective communication that they may not be interested in. If important information is delivered in an untimely manner, it dilutes the effort of the message being sent out.

Leveraging what is happening in the news media and relating it to social network messaging are imperative for this audience. Major drivers connect the use of social media to the memories of the undergraduate experience. Relationships are key drivers, and relationships are altered by communication driven through everyday news and information such as the September 11th tragedy. The tragedy brought the nation together, and in campuses across the nation, students (now young alumni) struggled with the reality of being far away from home and perhaps having a feeling of not being safe. The news that was spread throughout the day led to multiple groups of people who had never otherwise been connected to come together as one and mourn. It was one of the major events that happened while they attended school.

Events such as these bring a large number of students together, especially on a campus, where students across the country crowded around televisions to listen to news. A simple blog or Facebook page in commemoration of the nation's most historic events would drive interest and response from those who think back to the most significant events in their lives and where they were when they heard the news.

Other important events that students may recall fondly include the major political elections during their college days. Major political scandals or historic elections are another remembrance that brings students together, especially because they have recently

become old enough to vote. Creating messaging that celebrates and revolves around such times may also prove to be engaging for young alumni.

A directly connected request for money that is tied into these events may be perceived as a negative or unclassy move, but a simple effort to reengage alumni through a community forum by asking them to post memories about those moments may be a more practical, effective way and may help establish a deeper connection with them. The online forum, especially, would help build an anonymous environment where students can freely post their questions without feeling like they are going to be singled out or ridiculed.

Kelleher and Sweetser (2012) remind us of one of the main characteristics of young alumni: “University applicants, students and recent alumni are likely to overlap demographically with Generation-Y publics who are often assumed to be the most prevalent users of social media such as Facebook, YouTube, Wikipedia, and blogs.” This quote is a reminder; it is inevitable that future alumni will effectively use social media, and that colleges and universities must pay a new level of attention to social media to further engage their audience.

Yet another target to consider is the student who attended the university for more years than his or her counterparts and who may not have been a traditional student. This student may have been working full-time to be able to afford an education and so, was unable to focus on studies completely because he or she could not afford to stop working. These students, although different from the cohorts they may have started with, will have much more to be thankful for once they complete their degree. This type of student may have the means to contribute to the university once he or she stops paying the tuition. The fact that they had the opportunity to continue their studies is motivation enough for them to want to help out the university. Messaging to this group of students can revolve around how they would be able to help other students with scholarships. These busy students

especially need to be contacted with simple messaging through social media sites, which is often the only news they actually access due to their busy schedules.

Information Relevant to Young Alumni

Young alumni obtain their news and information from social media, and such information must be relevant to be powerful because they must want to access the news. After accessing, the information, users want the information summarized, not long and drawn out, and universities should consider moving to this type of format, rather than continuing to send out the traditional printed newsletter.

It is imperative to make alumni feel like they are part of a great network by sharing great news about the university in a timely fashion. Recently, *Times Higher Education* named the University of Texas at Austin one of the Top 30 universities in the world (27th), and news like that announcement should be shared across alumni forums to instill confidence in the worth of students' respective degrees. Factors that were taken into account for this prestige ranking included average industry income and research influence, which are two important variables that college graduates consider. These types of announcements should be sent out by links to students and alumni through social media channels, as well as through other e-communication methods. Leveraging that alumni pride when they share that story with others can invoke wonderful feelings of being part of the university. Consideration should be taken by the alumni officer posting the information to make sure that privacy settings are enabled to discourage comments from being posted by those who may be bitter about the university's success.

By the same token, colleges and universities should encourage and support alumni who are performing exceptionally well. One recent example of how social media can contribute to this is Stanford University's support of alum Richard Sherman, a former Stanford football player who made it to Super Bowl XLVIII with the Seattle Seahawks. Stanford posted about Sherman on their social networks, and the conversations went viral

amongst alumni. It also helped that the school newspaper, the *Stanford Daily*, wrote several stories about him and also allowed comments to be posted on their website. In fact, as a follow-up to one of the interviews, a young Stanford alum was asked how the university had encouraged him to root for Sherman, and his response was: “Lots of play on social media and commentary in school paper—proud of him.” This type of post helps create pride amongst current students and alumni. If the university wanted to, they could have taken this one step further and hosted a big Super Bowl viewing party for those who attended school with Sherman and opened it up to current students. A large-scale event at the stadium might generate a big crowd.

For these current young graduates, it is also important for universities to take advantage of things that they enjoy. For example, this generation of students loves taking pictures of themselves. A great way of doing them a favor and capturing a permanent email address for them would be to set up a “step and repeat” banner with the university logo all over it and the graduation year. As a matter of fact, the graduates can walk off the stage after receiving their diploma and walk directly into a staging area where the banner would hang and a “free-style” picture can be taken there, after the formal one is taken on stage. That is usually when the alumni office can pass out a gift, and for this, perhaps a more practical celebratory champagne glass with the university logo and a QR code in the back in the shape of the mascot. The QR code would be the link to access the free-style photo that was taken of them, but it could prompt them to a congratulatory splash page. There, they could be prompted to enter an email address so they could receive the photo by email. After they enter their email address, a direct link to the official alumni social media group should be touted by saying, “Click here to view classmates’ graduation photos.” Currently, universities are struggling with how to collect information from their alumni, and this approach would be a voluntary way to do so, rather than the usual mandatory graduation application approach.

A quick idea to generate increased young alumni “likes” for the university’s alumni page would be to add a reminder to do so in all graduation gifts and even in the graduation program. An incentive at graduation practice for the first few people to “friend” the university’s alumni office on Facebook, Twitter, or another social network could also be a nicer gift with the university logo, like perhaps a blanket, an ice chest, or a shade tent. A note relating to the product with a connection back to the university would be an added touch to connect on a deeper level with the student.

When technology changes and new social media platforms are launched, it will be up to the university’s alumni relations to keep in touch with what students are using to communicate. A focus group on social media technologies would be a good idea to have every couple of years to make sure that alumni are still in tune with what is being used to communicate. Alumni relations employees should keep current and up to date on the use of new technologies through active participation in technology seminars as well. As technology changes, so, too, will the role of the alumni relations office, which may very well turn into more of an information pusher rather than remain passive, as in years past. The ability to communicate in real time with young alumni especially is something that will be expected of alumni relations personnel. Alumni offices must be willing to continuously learn about and engage in the most recent trends in social networking. An outdated social media communication would be as outdated and ineffective as an old alumni database. In the research collected, every one of the interviewees was using some form of social media. Even high schools and middle schools are taking advantage of technology resources to connect their students with one another during and after class through the use of online collaborations.

Another way of building relationships between alumni would be for the university to create its own version of “LinkedIn” for alumni. Every interviewee mentioned that LinkedIn was the professional way to communicate with others through social media. Access to a site like this one with alumni from all over the world would be something

enticing for young alumni to join and benefit from. In their research, Brandtzæg, Lüders, and Skjetne (2010) made some recommendations to facilitate use and improve usefulness of social media sites: “Design for multiple social circles and forms of social capital. People do not have one group of friends. People have multiple independent groups of friends. SNSs need to provide users with simple tools for different structural settings to create different networked relationships or levels of confidentiality.” Promoting membership as part of an “elite” group of alumni will also help alumni feel like their loyalty toward the school is justified by the connections that they are making. This type of separation is further acknowledged by the interviewees in this study, who have clear lines drawn between their social lives online and their professional lives online. Further, to alleviate any privacy concerns for all users, it would be advantageous for any and all privacy issues to be fully vetted before providing access to such a site.

It is also recommended that social media be a part of every new alumni group in the future since these students are so accustomed to using technology to keep up with news. Alumni offices should use their most valuable resources—students and the faculty who teach them—to keep up with new social media uses. For example, a communications or marketing class can be asked to provide a semester-long study of the most commonly used methods of communication between peers to the alumni relations office at least once a year. Other classes can take on different projects such as effective messaging or a study on what annoys students the most about social media so that universities can stay away from doing those things.

Universities should also consider using their work-study students and leverage their knowledge of social media to connect with other students. Having these students work with university departments to create messaging that resonates and drives participation on social media would be an added value to their limited work.

Hiring someone in the alumni office that can relate to the importance of social media is essential. For young alumni, the days of receiving letters and recipe cards for their birthdays are over. Alumni offices could use one of their work-study students to post personal birthday messages or congratulatory messages on behalf of the university on an individual's timeline. With the features on Facebook, like being able to access what you were doing a few years ago, universities can take advantage of this feature to highlight those fun times in college. Additionally, with the young alumni growing up in a world where sustainability is important to them, a printed letter or a full color magazine may be considered not only a wasteful expense by the university but also unnecessary clutter for the environment. Also, the need for the immediacy of communication can be more instantly fulfilled through social media. Generally, by the time an alumni magazine is printed and mailed out, there has already been a time lag for the stories that are covered, consequently keeping those stories from going out on a timely manner.

The ability to engage young alumni without asking directly for money helps cultivate loyalty early on, which can translate to future giving to the university. It would not be wise for universities to call young alumni within their first couple of years of graduating to ask for money because young alumni will barely be making a presence in the job market and will not be financially stable enough to donate yet. Additionally, for those universities whose tuition is relatively higher, the young alumni may still be in debt paying back the loans that they took out while in college. The effort should definitely be made to keep in contact with young alumni, but an "ask" for monetary contributions should be placed on hold. Consistent also with this study's findings about privacy, digging for information on alumni and then showering them with requests for donations will also be seen as too imposing by younger alumni.

However, communication and social interaction with alumni is imperative. Alumni loyalty will build not only from the great experiences that these students held while in school but also from constant and updated communication with them. Every

time that the university is in the news for one thing or another, the alumni office should send out a “Proud Moments” announcement through social media and share the news with its alumni. Alumni offices would benefit from such loyalty because they will have more engaged alumni, but more importantly, once they are vested in the university, they may commit to funding programs or scholarships through their own funds or through the company that they work with. To achieve a move from engagement to donation, the relationships will have to continue past the point of connecting only with social media to getting the alumni actively involved in community events that are advertised through social media. In fact, taking the initiative a step further by creating invitations to events that are directly added to online social calendars would be a proactive step to remind young alumni of such activities, who can plan to attend them without conflict.

Furthermore, a study can be conducted to diagnose problems with schools that do not have high rates of young alumni participation, and it can be started with a simple look at their current numbers of “friends” on Facebook, and continue with a deep look at their messaging and social media use in general. Schools who are not yet taking advantage through a structured use of social media may be the ones that are most hurting when it comes to young alumni. Strategy questions about social media remain for those universities, though: How does social media play a daily part of the university’s culture? Is social media engrained in the entire university experience? Do faculty members and departments connect with students through posts on social media, and how engaging are they with their own alumni? Recently, departments have started their own social media pages, and it would be helpful for them to share the alumni office website and social media pages on their own page as well.

Alumni Association Interaction with Students

It is important for alumni associations to have access to current students so that interaction can begin with them before graduation. This access will help the associations

to build relationships early on and may encourage students, as they see how important it is to give back to the university, whether through volunteer hours or monetary donations.

Alumni can interact with students by inviting them to their alumni functions and beginning to build relationships with them. Alumni can also build relationships with students by volunteering to be mentors to the students, and in doing so, they can share “survival” tips, resources, and eventually, help students network. Alumni can also help students connect with others in their respective fields to access internships and possible jobs.

Costly Advanced Technology

To avoid costly investments in new technology, universities should take advantage of free platforms and of student-created technology by having students make apps for them. Social media should be used to the advantage of alumni relations departments and who better to create access to these technologies than those who know it best, the students.

Once these apps are created, the university should find a way to make them free to students, parents, and alumni. Smart phones will continue to advance, and preloading university resources to smartphone and other devices would help ease the information overload, plus reduce the step of having to search for the app. Consideration for apps that are easy to use for students and parents should be taken. The parents of current students are very involved in their child’s college-going experience. Parents should be able to sign up for apps that send out push notifications any time that there are emergencies near and around the campus, including weather alerts or warnings about crimes that may be happening on campus. Interactive apps that allow college students to track their food costs and apps that allow parents to see when the student needs more money in their meal plan should also be considered in the future.

Taking advantage of the media-savvy young alumni, an alumni office can revolutionize the way that it does business and go virtual. For instance, the university can create an app that can only be downloaded by alumni so that alumni can carry their alumni card with them in the palm of their hand. This app would also be a place for any discounts available to alumni. A very interactive app can allow alumni to search for discounts offered to alumni at nearby restaurants and businesses based on GPS location.

Perception of University “News”

User-generated websites will be easier to create in the future, especially since students are now learning how to create high-performing webpages at the middle school level. These types of websites will be the ones viewed as objective and not one-sided. Information should be shared with media-influential alumni so that they can spread university news through their own view.

Interactive communication through websites, media sharing sites, and gaming systems that allow students to communicate across the country will increase, so universities should be prepared to engage highly communicative young alumni to help them spread important news.

Reaching Out to Young Alumni Through Other Online Platforms

This generation also plays games on their smart phones. The university can create some sort of a trivia game for alumni that it can also communicate news through, along with monthly opportunities to win university memorabilia. For example, the university can give hints on the alumni web page and through social media and then have alumni use that information to win the game. Something like this game would even help engage current students; by encouraging “future alumni” to participate, the university is cultivating them at earlier age and training them to look on the alumni webpage for valuable information and rewards.

Relationships

Relationships are an important part of the system that can affect life management and news and information. Relationships can take a toll on a student across multiple levels, both inside and outside the classroom and extend past graduation because they determine whether graduates will be engaged alumni.

Table 5.5: Relationships Solutions	
Problem	Solutions
Lack of networking	◆ Create or expand networking events with alumni, peers and community
Students do not have relationships with alumni	◆ Team up with highly supportive alumni
Bad relationships with administration and staff	◆ Build a culture of creating only positive experiences
Bad relationships with peers	◆ Provide support for student concerns regarding their peers
Disengagement within schools and colleges; lack of spirit	◆ Grow cohorts early and by interest
Transfer students do not build strong relationships	◆ Create cohorts

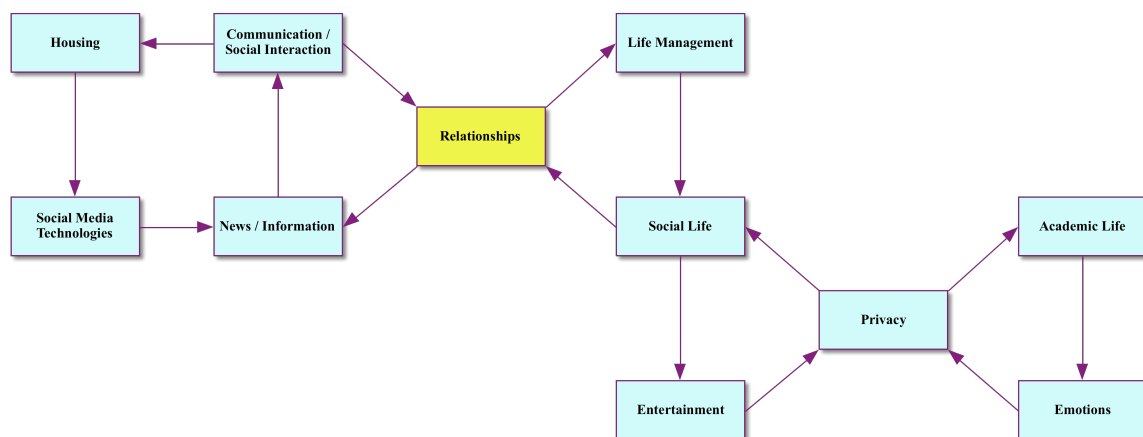


Figure 5.20: Relationships

Creating and Expanding Networking Opportunities

Heavy student participation and involvement in university-related activities is essential for alumni engagement in the future. The more undergraduate students are involved in university related activities, the more likely they will remain engaged in their alma mater once they graduate, which is supported in this quote from the ASHE Higher Education Report (2011): “Undergraduate students’ involvement in alumni and fundraising activities at institutions is a community of participation that creates a strong foundation for active alumni support after graduation” (Drezner). Newman and Petrokso (2011), also support the case for the need for heavier involvement as undergraduate students: “An undergraduate degree typically takes more years to complete than a graduate degree, and more years spent on campus, particularly in the formative years as a new college student, and this might translate into a greater degree of loyalty to the alma mater.” They continue by finding “as more time spent on campus likely increased the level of commitment and loyalty to the alma mater by virtue of time invested in studies at the institution.” The decision to actively participate in their alma mater’s social media sites is driven by how heavy and positive their involvement as an undergraduate was, and follows the finding that other research has also proven students must have had a positive experience during their time as students at the university to want to engage with their alma mater.

Networking opportunities work in the favor of the alumni many times because peers will learn about talents that would otherwise go unnoticed had they not worked together. Further, alumni can support their college/program by setting up job fairs for current students and supporting young alumni through resume reviews if they are practitioners in their fields.

Another important aspect of engagement is to create a common goal. Raising funds for a common purpose, whether raising funds to fund Legacy scholarships for alumni whose children will be attending the university, or to accomplish something on

campus that will be named for alumni, should be promoted for each fundraiser so that alumni officers give others an intrinsic motivation to engage in the effort. Young alumni should not be asked directly for a monetary donation, but they could be asked to contribute by attending a networking event whose proceeds benefit a common purpose.

Student Relationships with Alumni

Student interaction with other involved alumni is important because when an individual sees commitment from someone in their future peer group, they will also want to become involved. Pairing students up with alumni who highly support the university is important.

It is important that new students be paired with alumni who are not only highly motivated to support the university but who also actively attend events of every type at the university, including cultural arts events and university sporting events, among others.

Young alumni representation on boards and committees helps begin to build relationships with alumni by the nature of being around one another at least for meetings. The practice of having an alumni representative on the university's board has long been a common practice, but it may be time to consider adding a recent graduate component to the board. The board would benefit greatly by having access to current feedback from the most recent experiences students have had rather than base their decisions on what they are told by others that may be somewhat out of touch from the university life.

Engaging these young alumni early on through smaller university task forces or committees relating to the future of the university may prove beneficial to the university not only to extract the recent graduate's thoughts, but also for a new perspective on life in general that may not exist in all other members of the committee.

A Culture of Positive Experiences

Positive experiences as students will impact future involvement with the university. Alumni who have positive experiences during their time as students are more likely to boast about their alma mater, whereas those who had negative experiences wanted nothing to do with their alma mater. Such experiences came from relationships with faculty and staff at the university. These positive and negative relationship experiences extended beyond the dorm and everyday life and included experiences with university personnel and faculty. In one interview, the respondent was completely against the university administration for having let go the faculty members whom he considered good. The student's perception of faculty in this interview was enough to affect him for life. Karl and Peluchette's study (2011) of how students perceive "friend" requests from faculty members can help clarify the need for positive classroom experiences and demonstrate the concept through the eyes of the student:

However, students in this study had...less positive reactions to a new professor or their worst professor. More specifically... students had significantly less positive reactions to such requests from an unknown professor or their worst professor. Students, in general, were most suspicious of friend requests from their worst professor and an unknown professor...Students were most irritated by friend requests from their worst professor.

This reinforces one of the factors that this study looked at through the relationships affinity, which considered faculty relationships. Further, Sung and Yang (2009) explain relationships are one of the key factors to fostering supportive behavior from alumni:

Overall, the findings suggest that to foster students' supportive behaviors, universities need to cultivate a good relationship with their students and to obtain a favorable reputation, while ensuring active communication behavior of students and the quality of the educational experience. More specifically, two alternative strategic approaches can be taken to increase the level of students' intention to support the organization: active communication-based and relationship-based management.

They further explain the need for positive experiences while enrolled at the university:

The single biggest determinant of the supportive intention among current students is good relational outcomes based on active communication and satisfaction with their experience. In an attempt to increase alumni/ae support, such as donations or referrals, institutions should invest in their students during their four years in college and meet their expectations. This information would benefit universities' development offices as they focus on those who are most likely to make donations to their undergraduate institution and use their resources more effectively. Development is not something that begins after students graduate, but the thing that educational institutions get out of what they have offered while they were at school.

This quote helps further justify that negative relationships with faculty and with university personnel in general will affect the relationship alumnus create with his or her alma mater. Some students never want to step foot on their university once they have completed their degree, and in most cases, it is because they had a bad experience. Such alumni, like the one interviewed who had a negative experience when the administration made some unwarranted changes to the faculty, will never want to hear from the institution again. That student went through extremes to make sure that the college never contacts him again. Other students in the interviews had a positive experience and would highly recommend the university to anyone without hesitation.

Relationships with administration can also take a wrong turn, depending on how things are communicated to students. Although communication is a two-way street, sometimes, communicating the wrong things can end up hurting one of the parties. In this example, an advisor mistook the classes a student needed to take in order to graduate and caused a student to be very upset, as he had to take extra classes to graduate. The relationship could have been great, but with one mistake, it led to the student losing more time and money; the relationship of the student with the overall university suffered in credibility because the advisor is a part of the university staff. This situation could cause moments of uncertainty later when the student is asked to participate in alumni activities, because he may not be certain that the university is fully capable of advising the students they educate.

Leveraging alumni memories about positive faculty relationships should also be considered, but specifically, highlighting faculty accomplishments more predominantly should definitely be a part of university communications. Everyone wonders every once in a while what her favorite professors may be working on now or if they are even alive in the cases of older alumni. Most professors who are passionate about their subjects are the people who convince students that this particular field is what they want to go into and dedicate their whole lives to it. Those professors are more than just subject matter experts, and they turn into mentors seldom forgotten by those who they impact. Alumni offices should take note of who the university's stellar and popular professors are and showcase them or their projects so that alumni can become interested in engaging with them once again, whether through reading about them or making a contribution to one of their current projects.

Support for Peer Relationships

Support should be given for relationships with peers that go badly. Some students allow their personal relationships with other students to interfere with their decision to stay at the university another year or transfer out. For this reason, a carefully thought-out process on how to change up roommates should be reviewed at the end of the first few weeks to address any concerns that students may have. Additionally, social media has created a quicker way to spread news about one another, and something embarrassing may not be able to be contained from going viral within minutes, hurting students for life.

Universities should consider providing a high level of counseling support to students during these times, as well as during tragedies, as this study proves that alumni will remember tragic events and where they were when they heard the tragic news. Perhaps even engaging alumni in the psychology field would help, through presence at congregational areas on campus or even in an online forum.

Creating Cohorts

Any student transferring from another university should be enrolled in a cohort with others transferring in for the same degree. This group provides a level of support among peers that are coming in at the same time and can share new experiences together.

Cohorts can also be created among alumni. One recommendation to increase young alumni participation is to reach out extensively and individually cater to groups of the same cohorts. For instance, reaching out to those students who were at the university at the times of major changes, like the construction of new buildings, may reengage them now, when the building is about to be remodeled or reach a major milestone. Encouraging interaction by asking them to submit pictures of themselves in front of the building as it was prior to the remodeling will help them reminisce about good times and will also help current students start thinking about what pictures they will be sharing in the future. Positive memories are a good way to increase positive feedback through social media sites between alumni. It is relatively easy to submit an electronic copy of a photo and then post it on the school's social networking site. This exercise would be especially important for the dorms because that is one of the experiences that alumni remember most about their college experience. Engaging young alumni early by asking them what dorm they lived in and asking them to share advice to the new residents of that same dorm would be another fun, interactive way to keep them engaged. Engaging them early on is important so that the university can build a relationship with them as soon as they are able. Social media allows for relationships to be built from far away, while keeping them engaged with university news.

It is also important to consider groups and the dynamics of group leaders. Universities should try to identify who those "leaders" were for particular groups of alumni and continue to connect with them after graduation so that they can keep the information flowing to their circle of friends. At least half of the interviewees mentioned that they formed life-long friendships in college that extend past weddings and births of

first children, and they made friends in college that really do become lifelong relationships. More than likely, many of them are Facebook friends, as can be concluded from some of the in-depth interviews. In that regard, it would be prudent to identify at least one leader in each organization that would help spread the word to their friends after graduation. Colleges and universities can team up with individual campus organizations to help host reunion parties for the organizations, keeping relevant groups of people together with each other and catering to them with their specific group memories. For instance, the alumni office may choose to work with a sorority that was known for its community service and help them plan a reunion weekend with a community service activity for those alumni to come together once again and remember their college days. This type of coordination will facilitate the need for alumni to communicate with their alma mater if the activity is enjoyable enough. This grouping can be further broken down by decades. Specifically though, for this study, it would be important for the college or university to work on a massive push on social media, driven by memories from pictures the sorority may have in its scrapbooks and the like. A few weeks of “Throwback Thursday,” which is a day commonly referred to on Facebook as a day to post pictures of your life years ago, would also gain viral attention through social media channels. Such pictures can be associated with one aspect of the club or organization, like with community service, and it would be a vehicle for generating initial interest in a current community service activity to bring them back together. After a few versions of posting pictures of their community activities in a series of Throwback Thursdays, an alumni office may connect with all people who have liked the images and build on an event to bring them all together again. Alumni offices can even gauge what is most important to alumni by how many likes they generate or by how many times their items are shared or re-tweeted.

Alumni segmentation is also important. The more engaged students were during their college years, the more they are likely to want to continue to be engaged if they are approached and reminded how great their college years were. Reaching out to alumni

groups by college/discipline/schools is also another alternative. Each school within the university should work with the alumni office to build lists of alumni to serve a two-fold purpose. Not only will future students benefit from a network of alumni within their discipline, but alumni offices can also offer alumni free advice relating to their fields. For instance, an alumni group in the School of Communications can showcase and highlight a piece written by one of their alumni on a particular subject, like advertising. If one alumnus is highlighted every month through a story submission, then other alum may begin to look for other stories that will help them in their profession, and that alone will re-engage them with the university community. Moreover, the different colleges and universities can host department-specific career fairs where they should engage their alumni. A popular table at career fairs can be a résumé review. Alumni who are in practice already can come out to the university to share feedback on a student's résumé, cover letter, or portfolio. The college can even host a brown bag lunch where they can bring alumni in to speak with students about their future career and answer questions candidly. This would not only help reengage alumni but will also help current students want to be asked back to speak to future students, causing them to think of reengagement before they ever leave the university.

Lack of Spirit

Universities must grow cohorts early and by common interests. It would be appropriate for senior-level students getting ready to graduate to become involved with preparing the next students to carry on university traditions. Students can be paired up by interests or by schools and majors to help teach traditions that they want to see carried on.

Social Life

Social life is affected by life management and can affect relationships. Having a social life is an important part of the college experience, and universities should help students by creating opportunities for positive social life experiences.

Table 5.7: Social Life Solutions	
Problem	Solutions
Students not involved	<ul style="list-style-type: none"> ◆ Facilitating interaction with others
Lack of networking	<ul style="list-style-type: none"> ◆ Interacting with alumni expands networking opportunities ◆ Grow cohorts by interest ◆ Pair students up with highly engaged alumni ◆ Host alumni job fairs
Lack of intrinsic motivation to connect with others	<ul style="list-style-type: none"> ◆ Build common bonds
Relationships that go bad	<ul style="list-style-type: none"> ◆ Monitor reported concerns closely

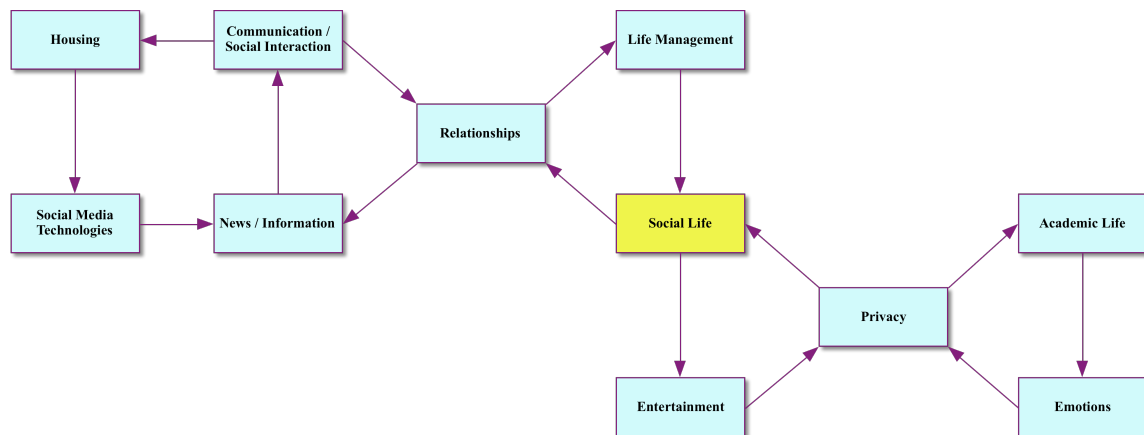


Figure 5.21: Social Life

Facilitate Social Interactions

Hosting university-sponsored events such as dances and art shows with themes would help facilitate interaction amongst students. Hosting cultural events that celebrate the university's different cultures would be one way to get students to interact with others because they will more than likely ask many questions about food and customs.

Expand Networking Opportunities

Networking opportunities like job fairs and even mixers work in favor of alumni many times because they will meet other alumni that they may be able to relate to and network with in the interest of personal career advancement. Oftentimes at these networking events, others will learn about talents that would otherwise go unnoticed had the opportunity not been given for them to talk about it.

Consideration should be taken for those who are not able to attend evening networking events and alumni relations offices should also host luncheons and breakfasts that alumni who work different schedules may be able to partake in.

Grow Cohorts by Interest

Students can be paired up by interests or by schools and majors so that they can begin learning about one another through a common interest they may share.

For alumni, pairing them up with students that share similar career goals to what they are currently involved in would help alumni feel like a true mentor, even if they are relatively new to their respective field.

Host Alumni Job Fairs

Alumni can support their college/program by setting up job fairs and supporting young alumni through resume reviews if they are practitioners in their fields. Inviting young alumni to participate in these job fairs as experts will help them feel an important part of the extended university family, as well as reinforce to them that the university supports them in their early career and is proud of their accomplishments so far, no matter what level they are employed at in their company. This feeling of support will help when alumni officers want to contact them later in the future when these young alumni are succeeding in their fields.

Monitor Concerns Carefully

Relationships among peers may at some point deteriorate. Some students allow their personal relationships with other students to interfere with their decision to continue at the university or not. Universities should consider promoting hotlines where students can call to connect with someone who will listen to their concerns and provide them with advice on how to handle difficult and stressing situations. The university should also consider a program that allows young alumni to mentor current students.

Entertainment

Entertainment, which is an affinity that helps ease some of the pressures of college life on students, can affect their privacy. Where students choose to go and what activities they choose to partake in affect entertainment options, but other considerations must be taken into account in order for the student to be able to enjoy entertainment.

Table 5.8: Entertainment Solutions	
Problem	Solutions
Students have limited monetary resources to spend on entertainment	◆ Bring free entertainment to the campus
Small network of friends	◆ Create networking opportunities with the extended community
No car to drive	◆ Provide entertainment on campus

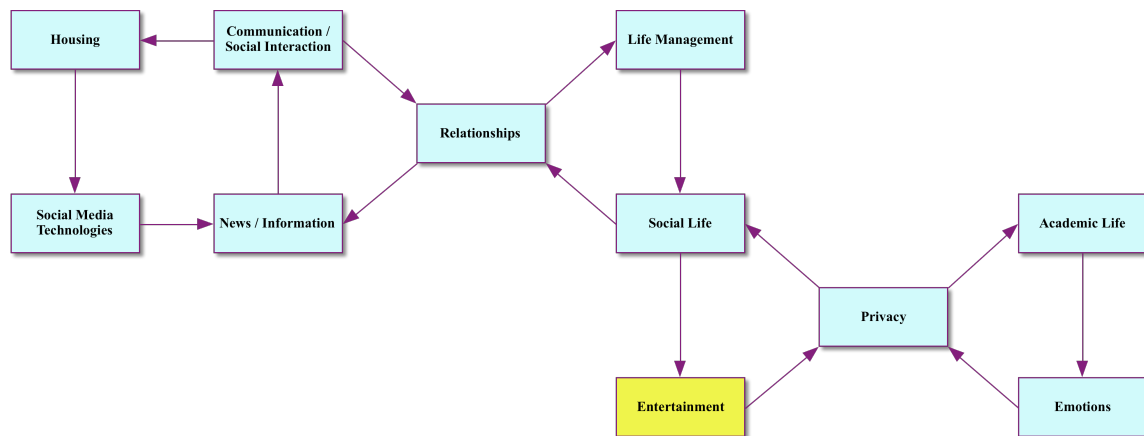


Figure 5.22: Entertainment

Bring Major Entertainment to Campus

Entertainment can also be used as a means of engagement. One aspect of the college life that this study revealed is that entertainment also directly plays a major part in the overall social lives of students. Some universities are known for throwing the best parties (something that is out of an alumni office's control), having the best sporting events, or putting on great concerts where students and alumni can attend and bond together, where the university brought popular bands to play, all for free. An event of this

type would require a huge upfront investment, but in the long run, the memories being created and the relationships being forged at this type of event will yield more results than a simple phone-a-thon or golf tournament would for the university in young alumni because it addresses the younger audience.

You are Who You Surround Yourself With

One saying goes, “Tell me who your friends are, and I will tell you who you are.” Consequently, if a student does not expand his network, he will remain with the same group his entire time at the university. That small group may not have the associations with others to help the group grow and learn about other groups, as in the example of cultural groups. If the same type of students, with the same backgrounds, hang out with each another regularly, they will not experience the diversity typically found at universities.

In this case, diversity can be extended beyond ethnicity and culture, as it can also be socioeconomic. A student who has lived a privileged life may not have ever been in contact with someone who has lived on a day-to-day pay check, and college is the time of life where introductions to real world scenarios such as this one can occur. Such exposure to diversity helps students diversify their way of thinking about the world around them.

Entertainment on Campus

Up until a couple of decades ago, campus pubs used to be the norm on college campuses. Today, universities are more careful about such convenient access to that type of entertainment, and so students must leave campus to find entertainment. Many times though, students do not have vehicles when they arrive on college. They are from other parts of the country and travel by plane to get to the university, or they are not car owners, making it difficult to leave campus.

Universities should consider partnering with entertainment venues within walking distance to encourage them to invite their students over for fun. Universities could also consider providing some type of shuttle system to nearby entertainment establishments for students and their friends to have a safe ride back home.

Ultimately though, universities should consider creating their own entertainment area within the university. It would be costly to create a recreation center to fit the entertainment needs of different types of students, but incorporating it into the plans for an existing structure that needs to be built or remodeled is an important consideration.

Privacy

Privacy is an affinity that affects both academic life and social life. If a student does not have the privacy she needs to prepare academically, her academic life is affected. If a student has no privacy in her outside life, her social life will also be affected because more people will have access to the student's life.

Table 5.9: Privacy Solutions	
Problem	Solutions
Living with roommates causes study disruptions	◆ Offer extended hours at university libraries with comfortable, isolated areas for study
Little anonymity online	◆ Host seminar at orientation about the dangers of personal information on cyberspace

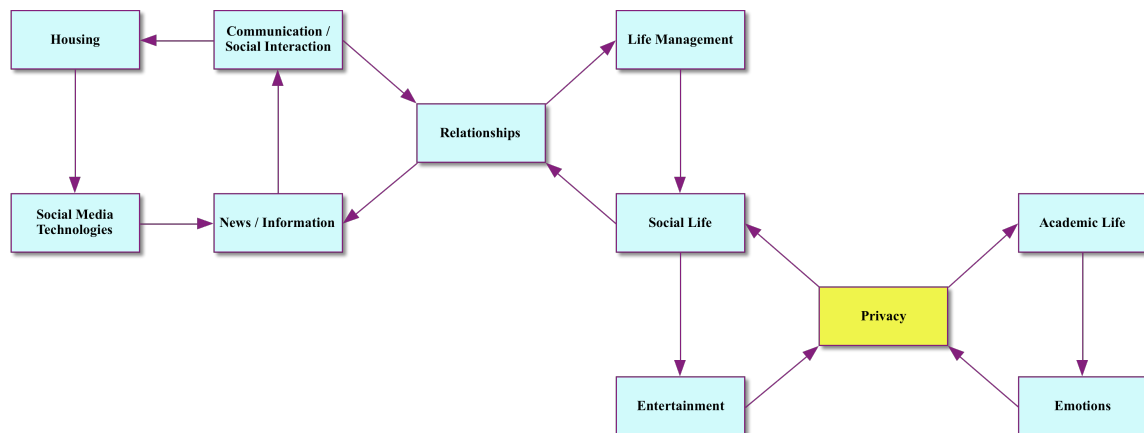


Figure 5.23: Privacy

Make Libraries More Inviting

Offering extended hours at campus libraries should be carefully considered so that those who require a quiet area to study have the opportunity to do so if they are not able to find a quiet spot in the dorms. The comfort of the space should be taken into account, instead of the typical wooden chairs that line university libraries. Library monitors may need to walk the floors more often than expected, and staffing needs may arise, but student employment opportunities would help with budget savings.

Incorporate Social Media/Cyberspace Danger Seminars into Orientation

During orientation, which is the time when most students learn about the university, school administrators should consider hosting seminars that talk about the dangers of having too much personal information out in cyberspace. This talk can include information on social media, as well as general information about the safety of using shared computers.

Academic Life

Academic life can affect emotions and the mood that students are in after class is usually a result of their preparation or lack of preparation for exams and projects. Academic life can drive emotions such as stress, anxiety, or depression, which are commonly associated with students in their first years of college.

Table 5.10: Academic Life Solutions	
Problem	Solutions
Struggling to achieve academically	<ul style="list-style-type: none"> ◆ Mentors ◆ Alumni tutors ◆ Seminars

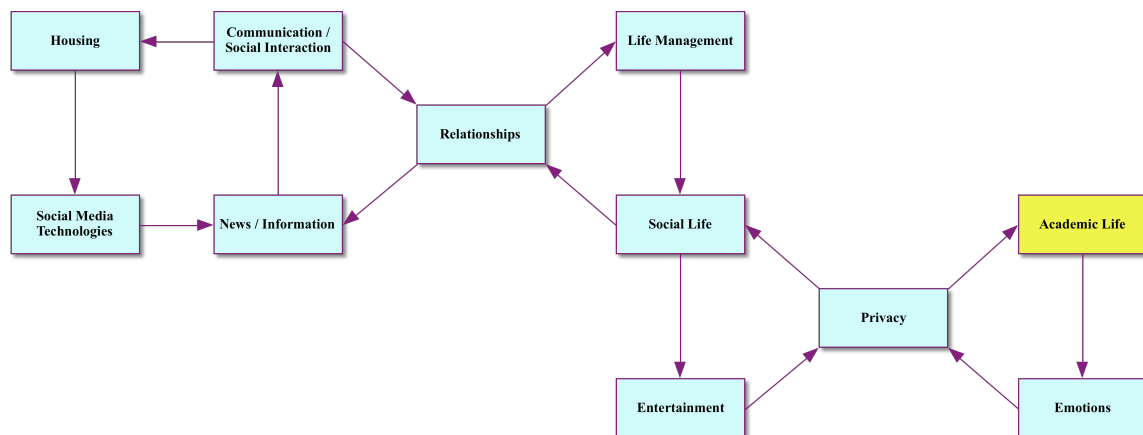


Figure 5.24: Academic Life

Mentoring as a Form of Early Engagement

For this generation, mentoring is important. Another manner of engaging students as young alumni is to pair seniors with an incoming freshman in a buddy program. Activities for the buddies can be arranged throughout the year, like two-for-one tickets to sporting events on buddy nights and participation in similar activities. Freshman buddies should be invited to graduation and line-up outside the graduation location for when graduates enter the procession. This program would work well at smaller universities, but it can be tried by departments at large universities as well, with more dedicated attention paid to activities of interest. Reengaging these young alumni in university events and

community service would be easier if they still have a connection to the university, in this case, their mentee. Of particular note are community service events, as this generation is also one of high values that believes in social responsibility. Community activities such as a day where buddies can build a house for the needy together, or wrap toys for children that need a Christmas wish to come true would be events that can bring them together year after year. It would create loyalty not only to one another, but also to the university. The University of Arkansas at Fort Smith is currently researching how to connect students with alumni. The administrators are even looking at a program connecting young alumni with more experienced alumni. As previously mentioned, other universities, such as the University of Nevada at Las Vegas, pair current students with alumni from their particular fields one afternoon so that they can network and learn all about the alumnus' career. The University of Colorado also pairs up juniors and seniors with successful alumni in their respective fields. Alumni can come back and make presentations about how to find a job, host résumé reviews, and even mock interviews to help recent graduates prepare.

Speaking of early engagement, the concept of future alumni can also be tied into the birth of a child. Some alumni organization already post pictures of their “future alum” in magazines and on websites, but alumni offices can take it one step further by being proactive and asking others to let the office know if there is a future alumni-in-the-making. This approach would ensure that the university would know when an alumnus is expecting a child, and it could even order bibs or onesies for babies that say “Future Alum” or “Future (Enter mascot name here).”

Alumni Tutors

Alumni who have recently graduated can be reengaged immediately if hired as tutors in their particular subject areas. This approach serves multiple purposes. It keeps young alumni engaged with the university; it helps students who are struggling, and it

shows current students that once they have graduated, they will have an opportunity to help others succeed.

Seminars

Alumni can also be engaged in the university by offering seminars on a variety of things, from how to search for a job to how to dress in the workplace. When given the opportunity to share with students a topic of choice they feel most comfortable sharing, young alumni will pass on the enthusiasm and serve as recent experts on the process since they have just done some of the things that these students are now looking to do.

One seminar that young alumni can host for soon-to-be graduates is one about post-graduation processes. Departments can engage young alumni to teach a seminar on what to consider early in the last semester of a student's work. These young alumni can have a heart-to-heart about what they wish they would have known to have made their last semester smoother.

Emotions

Emotions can affect every day college life for students if they are worried about a number of things. Emotions cannot only be affected by academic life, but they also lead students to consider refraining from engaging in activities outside of school. After the student graduates, memories of their time at the university can also drive emotions, both in negative and positive ways.

Table 5.11: Emotions Solutions	
Problem	Solutions
Academic deadlines cause stress	◆ Create support groups that have information about student resources
Financial instability	◆ Create work opportunities for students on campus
Homesick students	◆ Create support groups for students from within certain regions

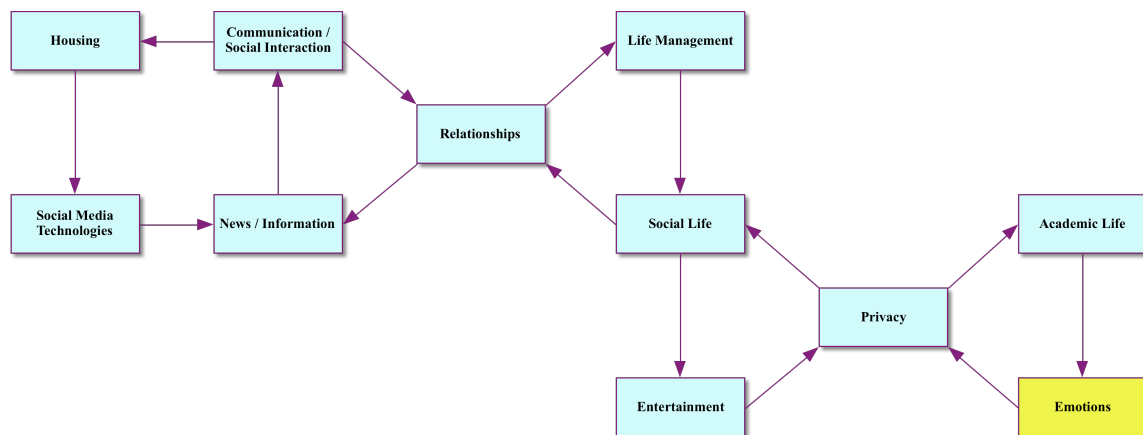


Figure 5.25: Emotions

Access to Student Resources

Support groups are important to consider because students can relate to their peers better than they can relate to an adult they just met. These support groups should be familiar with the full spectrum of services offered by the university and approvals to create such support groups as a recognized student organization should require training that incorporates teaching them about access to student resources. Information to

resources other than counseling services should be considered, such as access to online tutoring resources to help students achieve academic success if they require additional support.

Campus Work Opportunities

Students who are suffering from financial instability should be offered the opportunity to work on campus or should be connected to businesses that can facilitate paid internships or other part-time jobs. That way, they can worry less about finances and focus more on academics. Universities should team up with local businesses and engage them in the spirit of supporting university students with flexible schedules and even summer employment opportunities.

Support Groups for Homesick Students

To help students that may not be able to travel home often, the university should consider creating support groups from various regions or large states so that students can come together once a week or however often to talk to other students from their home region.

Suggestions for Further Research

Quantitative Comparisons

It would add value to further research on alumni engagement to include another dimension to this study, a quantitative component, in the form of an online survey. This survey would allow quantifiable data to be connected with the interactive qualitative data set that was explored in this study. The interview protocol used for these qualitative interviews can easily be taken and reproduced into an online questionnaire format. Asking the same questions as in the interview protocol to different audiences allows more opportunities for comparison. It is important to note that the length of the survey may discourage participants because it would be an in-depth survey requiring more time than a typical short survey. Sections of the interview protocol can be taken and broken into smaller surveys that would take less time to complete, as small sample responses to major affinities that eventually influence alumni involvement.

Comparing Environmental Factors

A researcher could also examine how environmental factors or factors external to the systems identified, such as a students' culture, social class, or socioeconomic status affect the systems. For example, a student's decision to live on campus may be affected by his or her culture's traditions and beliefs. Similarly, students from lower social circle may decide that they do not fit in to the culture of a university that has a reputation for educating members of higher socioeconomic circles.

Comparing Highly Engaged and Highly Disengaged Alumni

The obvious follow-up study would examine the differences between schools with successful alumni associations and schools with less successful associations. Such a comparison would identify what one group is doing that others are not. It would identify best practices and lessons learned. Using the interview protocol developed for this study with additional demographic survey questions will allow the researcher to gather strong

empirical data to make quantitative comparisons and identify significant differences between each program at the individual sub-affinity level. Furthermore, the results of such a study will add to the roadmap of the ultimate solutions set for alumni engagement by identifying the optimal state for each sub-affinity and a plan to achieve that state. A researcher may even be able to compare highly engaged vs. highly disengaged alumni and try to develop profiles of each group.

Comparing Generations

Although this study concentrated on young alumni, the concept can be applied to different decades of alumni graduates. The research conducted for this study yielded that major history-changing events helped build bonds among peer groups. For example, it would be interesting to see how graduates of the different decades were tied together by the major history-making events of their times, like the assassination of President Kennedy in the 1960s, the Watergate scandal of the 1970s, or the Challenger tragedy of the 1980s. Every decade has its disasters, and the big news stories of that decade help weave a narrative for the students who attended the university at the time. As such, it is important that alumni offices consider these major historical events when reaching out to alumni to engage them in what was relevant in the world in their day and age. Comparing these decades to one another may prove an interesting study in messaging as well because it would help understand what type of tragedies really do become the strongest alumni memories. For some young alumni, it may be Hurricane Katrina, the Virginia Tech shooting, or perhaps even the Penn State athletics scandal. That would require research that is customized by region, but it may be something that someone can look at—these major, isolated events.

Comparing Legacy Students

It would also be interesting to see how legacy plays a part in alumni offices reaching out to their alumni early and aiding in the decision of where alumni will send their children to school. Such alumni that want a legacy to continue may be interviewed

to see if their alma mater had any influence at all on whether their child decided to go to school at the same university. From the legacy component, researchers would be able to analyze a somewhat longitudinal dimension in the undergraduate experience because a family member may continue involvement with the university if one of their family members attends school there.

Comparing Universities

This study can also be taken and broken down to compare different types of universities, like private and public, small versus large universities, or even junior colleges and community colleges. Although logical thinking would suggest that the smaller the environment, the stronger the bonds, it would be interesting to see what the difference are in regards to faculty relationships created in small versus large universities. Another interesting comparison would be that of the relationships created amongst peers in community colleges. The study can also be changed to focus on men and women or athletes and non-athletes. It can even be further broken down by discipline, such as law school graduates compared to communication-arts graduates and the like. A full comparison of students living on-campus compared to those living off-campus would also prove a helpful learning outcome.

Comparing Income Levels

Yet another comparison group would be dependent on income levels and monetary donations to the university. Perhaps the higher the income level an alumni enjoys, the more they are willing to invest in the university. Of course, if the experience was not right for the alumni during their time in school, the university may never reap the benefits of that particular alumni's success.

Comparing Graduate Students

Further, nine out of ten of the interviewees in this study also had a master's degree. Therefore, although they were asked to reflect on their undergraduate experience,

it would have been helpful to compare how they felt about their undergraduate studies experience to how they felt about their graduate experience, and it would be interesting to see which university they supported more than the other. Loyalty should be explored for universities focused on undergraduate studies as compared to those focused on graduate studies. Comparing traditional students to untraditional or even online students would also help define how to reach this growing population of alumni.

Theoretical Implications

This research can help commercial advertisers more broadly focus on the earliest stages of developing loyalty to brand communities—the pre-contemplation stage of the theoretical model of behavior change. As universities focus on developing loyalty among students as future alumni, commercial marketers should invest time and effort on researching the pre-contemplation stage in the buying process. While students are at the university, they are a captive audience because they still need the services that the university provides. This is the time to capture their affection for the university, so that they can have a closer bond to the university at the end of their studies and be compelled to return to the university to help later on with events, with mentoring other students, and eventually, with monetary donations. Commercial marketers must understand the earliest precursors of consumption.

In order for advertisers to build brand loyalty, it is essential that their audiences not only like a product and repurchase it, but that they go beyond the repurchase and create a cult-like following of the brand by creating a brand community. Universities should learn from the theory and research on brand communities around commercial products and how those communities work in a brand's favor, oftentimes promoting the brand at no cost to the brand. There are already advertisers that do a great job of this, such as Coca-Cola and Pepsi, but others—universities and other nonprofits—must also consider building and supporting brand communities that revolve around their products and services. Once a brand finds a brand champion, others will learn about the brand more from that brand champion's enthusiasm for the brand. Brands such as VANS and Converse have learned how to create a loyal fan base among a specific demographic that likes to consider themselves non-mainstream. Such companies allow their logo to become an integral part of a group's identification, forming within that a loyal brand community. Colleges and universities should do the same.

There are some universities that have a fanatical base of alumni that exists beyond their walls, such as Texas A&M University, whose alumni brand themselves by wearing the same university ring. It is important for universities to consider what other types of products other than rings and college t-shirts can really build a brand community. It is important to note that although a university logo may be recognized and used by non-university graduates as support for a local team, universities should consider looking at the research of brand communities and developing a unique system that will unite alumni across age groups. It is also important that universities consider developing such brand communities as early as possible, when students are still on their campuses, to help guarantee brand loyalty after they graduate.

Young alumni, who are currently members of Generation Y, are prime brand ambassadors for universities because they seek meaningful experiences that will help them change the world. Drawing from the Social Identity Theory, universities can understand why and how Generation Y can interact with, learn from, and identify with their peer group more readily than other generations, mainly through active social media communication channels. As a group, this generation has been taught that they are effective change agents, and as a learned group behavior, they have been active in multiple community service projects all their lives. Since they are accustomed to helping behavior, they may be willing to put this to practice. Their engagement in community activities is something that can be leveraged by the university as a brand. For example, the University of Texas at Austin's slogan, "What Starts Here Changes the World," assures students that once they graduate, they will be ready to make meaningful contributions to the world around them. Further, the University declares itself a catalyst for change, driven to solve society's problems—that's what Generation Y wants to do. No coincidence then that this is exactly the current target market for the University of Texas at Austin.

While out changing the world, these students will be branding the university not only by wearing their famed Longhorn t-shirts, but also by a more intrinsic, collective spirit and desire that really brings the slogan to life because they are changing the world one place at a time. A student of this generation is an example of the perfect brand ambassador, because she believes in the mission of the product that she is promoting, and more universities should follow their lead.

By the same token, this concept leads to the expansion of the power of one person to really become the catalyst for change in her own part of the world, leading to feelings of growth and transformation that she owes to her experiences at the university. Now, not only did the student receive a degree, but she was able to help the world around her while doing so, validating in them her sense of moral responsibility. The emotions that are evoked by these brand ambassadors as they reach their goals individually are interdependent of one another's actions, but ultimately, they are integrated together in the brand community, and the feeling that they have changed the world will be enough to transcend beyond admiration for the university as a brand and turn into loyalty.

Colleges and universities should take advantage of the well-meaning members of Generation Y and recruit them as alumni to help shape the future leaders of our country by helping future alumni afford a world-class education such as the one they have received. Commercial marketers have already learned how they can appeal to this generation, and universities should also invest time in understanding theory and conducting research that will allow them to understand and work better with this new generation of alumni. Intrinsic motivation should be considered when connecting with this group, and activities that allow them to participate for a good cause would fit with their need for self-actualization. In other words, as a group, Generation Y has expressed a social-identity that extends well beyond the needs of constant and immediate self-gratification, but rather it sees itself as a generation empowered to fix the world's problems. This generation is indeed regarded as a generation of problem solvers, who

when given a task will excel at it, if the right motivation is placed before them. From what theory and research tell us about Generation Y, universities can learn to empower this generation, unleashing with it the motivation to make a difference for decades to come.

Conclusion

The eleven components of the Undergraduate Experience and Using Social Media System make up a complex system whereby the individual either connects mainly with him/herself, with friends and family back home, or with a delicate combination of both new and old friends. The latter result is what universities should aim for to secure future alumni loyalty, and they should focus their efforts in each of one of the eleven critical areas, defined by young alumni as Housing, Social Media Technologies, News and Information, Communication and Social Interaction, Relationships, Life management, Social Life, Entertainment, Privacy, Academic Life, and Emotions.

When all of the elements of the system are taken into account, relationships, social life, and housing play a major role in the student experience and therefore, serve as a primary placeholder in alumni memories of the university. It would be vital for alumni offices to be involved in as much planning as possible for incoming university students so that they can provide feedback that they may receive from current alumni. For example, in the interviews conducted, the most negative experiences encountered by one of the interviewees justified his dismay in the college he had attended as a student. Before the interview had even begun, he asked that his college not receive any contact information for him; he absolutely hated the college due to the poor administration and management that he saw as a student. Rojas-Mendez, Vasquez-Parraga, Kara, and Cerda-Urrutia (2009) explain the importance of satisfaction amongst students, “Satisfaction is a cumulative construct that includes not only satisfaction with specific products and services but also with the various aspects of the organization, such as the physical facilities and the interaction with employees.” Interestingly, they choose the word “employees” and not “faculty” because all of the employees of the university, from the registrar’s office to financial aid office and various deans’ offices, contribute to the overall satisfaction of the student as a consumer. This particular student was not satisfied particularly with the administration, although he praised the professors he worked with at

the outset, who left shortly after the new administration was appointed. Rojas-Mendez et al. (2009) elaborate on this point in saying, “All the constructs are needed to explain student loyalty. In other words, neither perceived service quality, nor satisfaction, nor trust, nor commitment should be studied in isolation. It is their combined contribution that explains student loyalty and helps, in practice, build student loyalty.” In fact, the most glowing review of a university in this study came from an individual who had a great experience at the university and was even willing to endorse it to his younger brothers. His loyalty to the university is evident in his proud support for the university in all aspects of his life, including helping out other alumni from the same university to succeed.

This research can help educators by giving their students an opportunity to have hands-on opportunities to apply their work while serving their university. For instance, students can team up with faculty and school administrators to create a young alumni project for the school, since they are the ones that are at the forefront of social media. Doing so would create a solid team with the faculty experience, the student creativity component, and the university resources. The importance of working in a team is present in every job that the students will have after college and perhaps emphasizing university-wide projects across disciplines would serve a more realistic point than a focus on individual contributions. Further, it would be beneficial to educators to assign specific media platforms for their students to research, with a focus on different generations because findings would determine the favorite platform for each generation.

APPENDIX A: OVERVIEW OF INTERACTIVE QUALITATIVE ANALYSIS PROCESS

by Norvell Northcutt and Danny McCoy

Northcutt, N. and D. McCoy, (2004), "Interactive Qualitative Analysis: A Systems Method for Qualitative Research," Sage Publications.

McCoy, Danny. *Interactive Qualitative Analysis: How to do Qualitative Research* Unpublished Manuscript 2014.

The following, subsequent descriptions of methodology were written by and used with the permission of Northcutt and McCoy.

IQA Methodology

What is IQA?

Developed by Northcutt and McCoy at The University of Texas and published in their groundbreaking book, *Interactive Qualitative Analysis: A Systems Method for Qualitative Research*, Interactive Qualitative Analysis (IQA) is a systems approach to qualitative research, which seeks to advance upon phenomenology and grounded theory. Where grounded theory falls short, IQA picks up with systematic, protocol driven procedures and the ability to draw a system of influence. IQA utilizes protocols to develop research design, identify themes and draw systems. IQA was developed to take the mystery out of research and to provide graduate students with a tool chest for dissertation research. IQA integrates the identification of the nature of the problem with solutions, even when you are not sure what the problem is.

IQA is the art of seeing what is invisible to others and naming it. IQA identifies connections between all causes of a problem with the ability to draw a system of influence, an easy to understand visual representation of the phenomenon. IQA integrates the identification of the nature of the problem with solutions, even when one is not sure what the problem is.

IQA also reconciles quantitative TQM rigor to a qualitative design of data collection and analysis. IQA seeks to capture the lived reality of people, actively involving participants in the mapping of their stories. IQA identifies relationships among self-identified components of an issue. IQA integrates the identification of the nature of the problem with solutions, even when you are not sure what the problem is. IQA builds consensus among the focus group participants. IQA builds strategies around the nature of the problem.

The purpose of an IQA study is to allow a group to create its own interpretive “map” then to similarly construct individual “maps” of meaning: together, the two levels of meaning are used by the researcher as the foundation for interpretation. The “map” is represented as a system of states (affinities) held together by roadways (relationships among affinities). In plain language, an IQA study prompts the participants to examine these issues with respect to a phenomenon important to them:

- ◆ What does this mean to you?
- ◆ What led to this?
- ◆ What are the results?

IQA begins with a group process methods adapted from the Total Quality Management (TQM) movement to produce and analyze qualitative data. IQA seeks on the one hand to capture the "lived reality" of people and involve the participants in the study in the meaning of their stories, the identification of constructs and relationships, and the

development of theory; and on the other hand to produce high-level abstraction of this reality that captures the participants' "cognitive map" or their "theory in perception."

The systems perspective views relationships as interconnected parts with the whole being greater than the individual parts. Change in one part, leads to changes among all parts and the system itself. IQA combines the tradition of phenomenology, which asks what is the structure and the essence of the experience of the phenomenon for the people in the study, and systems theory whose central questions is: how and why does this system function as a whole. So IQA asks two broad questions: 1) What are the dimensions of the phenomena from the participants' point of view; and 2) How do the dimensions relate to one another?

The dimensions are the result of both inductive and deductive group processes and are called "Affinities" or textual references or terms related around a common meaning or theme. After Affinities are defined by being grouped inductively (from the particular to the general) and then assigned a range of meanings deductively (from the general to the particular), their relationships are explored systematically to produce a comprehensive picture. The analysis of the textual data is done by three kinds of coding activities and the participants both generate the data and analyze it.

A theoretical framework will emerge through the coding activities of the participative research method. This theoretical framework will depict a "theory of action" or a "theory-in-use" or what the participants actually experience.

Hence, IQA is a method of qualitative research, which relies upon group processes, interviews, and observation to understand and explain naturally occurring phenomena in a naturally occurring state. In addition, data collection and much of the data analysis are socially constructed by the participants under study; resulting in a theory grounded in the data. The collaborative nature of the processes helps manage the influence of organizational politics and protects minority voices and perspectives.

IQA seeks to balance the paradigms. IQA is an approach to qualitative research that attempts to integrate and reconcile some of the disjunctures in theorizing about the purposes and methods of research.

IQA is the art of seeing what is invisible to others and naming it. IQA identifies connections between all causes of a problem with the ability to draw a system of influence, an easy to understand visual representation of the phenomenon. IQA integrates the identification of the nature of the problem with solutions, even when one is not sure what the problem is.

Understanding a System

Systems have two components: *elements* and *relationships among the elements*. The elements may be as disparate as physical objects (parts in a manufacturing process, for example), mathematical constructs (acceleration, profit, loss, or IQ, for that matter), or for the purposes of this approach to qualitative research, categories of meaning. Understanding a system means:

- ◆ Identifying the elements of the system
- ◆ Describing the relationships among the elements
- ◆ Understanding how the elements and relationships dynamically interact to result in different *states* of the system, which implies
 - Interpretation – What is the nature of the unity represented by the system?
 - Making intrasystemic inferences – What are the logical effects of changes of state of some elements on others?
 - Making extrasystemic inferences – Analyzing the effects of outside influences (interventions) on the system – What may we logically expect the effects of extra-systemic effects to be?

The three major inquiries above apply to a single system. By *single system*, we mean the systemic representation of a phenomenon from one person or group's viewpoint. If we have more than one system, a fourth very useful inquiry is possible:

- ◆ How do two (or more) systems compare in terms of elements and relationships, and what are the interpretive implications, both intra- and extra-systemic, of the comparison?

IQA Phases

IQA research flow has four distinct phases: Research Design, Focus Group, Interview, and Report (Results/Analysis and Interpretation/Implications). Research Design provides a series of tools to help articulate problems of interest, to identify constituencies that have an interest in the problem, and to state research questions that are implied by the problem statement. IQA then uses focus groups to identify the “map pieces” (affinities) of a system or systems that will ultimately represent the group's experience with the phenomenon. The group next identifies the “states,” or the relationships between each of the affinities. Using a set of protocols or rules stemming from IQA systems theory, a system is drawn that represents a “mindmap” of the group's reality. Affinities defined by the group are then used to develop a protocol for interviews, which are invaluable in to further explore the meanings of the affinities and their systemic relationships. A comprehensive system diagram is developed from the interviews to explain the phenomenon. The final report allows the researcher to describe the affinities and their relationships, to make comparisons among systems and individuals, to make inferences (predictions) based on the properties of the system(s). Following is a summary of each of the stages in the research flow.

Research Design

- ◆ Identify the “problem” or phenomenon of study (what you want to study)
- ◆ Identify the constituencies (who you want to study)
- ◆ Identify comparisons (for strength of analysis)
- ◆ Produce an Issue Statement and Focus Group Warm-up Exercise

Focus Group

- ◆ Identify themes or “affinities”
- ◆ Draw a crude system
- ◆ Produce an interview protocol

Interview

- ◆ Obtain rich descriptions of each theme
- ◆ Obtain rich descriptions of each relationship
- ◆ Identify relationships between each theme
- ◆ Produce a system

Report (Results/Analysis and Interpretation/Implications)

- ◆ Describe each theme
- ◆ Describe each relationship
- ◆ Describe the system
- ◆ Compare groups
- ◆ Make predictions
- ◆ Identify other theories that resemble or support the researcher’s findings

It is important to note that each of the phases in the IQA research flow is represented by a protocol, and each protocol is supported by a document or set of documents, resulting in a public data collection and analysis audit trail for the entire study. In other words, issues of credibility and trustworthiness are addressed at least in part not only by a standard analytical protocol that is dependent neither on the subject matter (the nature of the affinities) nor on the inclinations of the researcher, but by the standardization and documentation of each step in the research process. Below is a system summarizing the phase of an IQA study as well as the IQA document flow. Note that for each element in the research flow, which represents a particular protocol in the first system diagram, there is a supporting document or a set of documents that serves two purposes: First, an audit trail of both data gathering or generation and analysis is created, that is, open to public inspection; and second, information and analytical results from each step feed to the next.

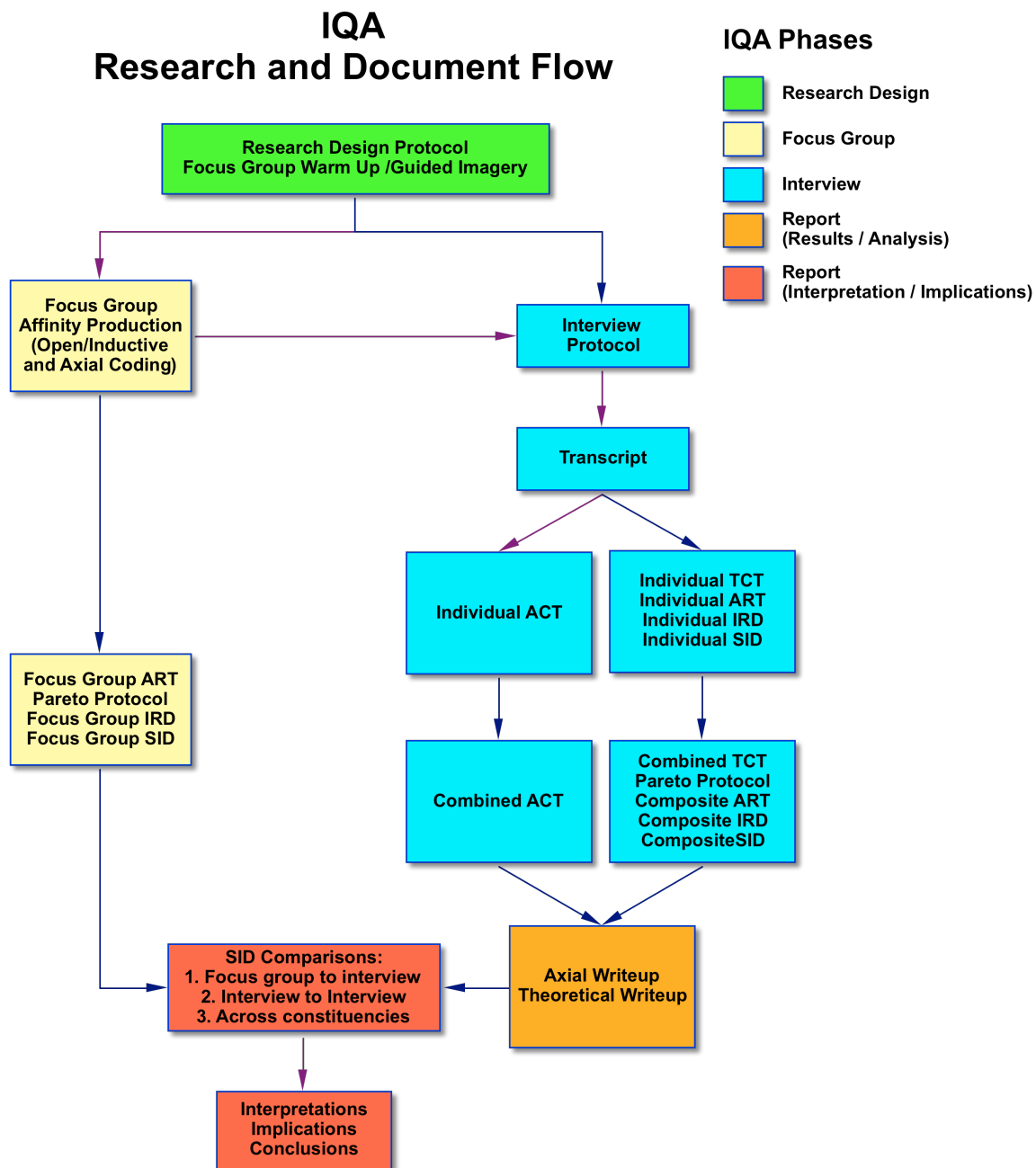


Figure A1: IQA Research Flow

IQA Research Design

Thinking about the design for a study typically begins with a problem statement, which at the early stages of design may be no more than a vague concern; a desire to know more about an ill-defined and poorly-understood phenomenon; or a need to correct or ameliorate a situation, the nature of which is not fully circumscribed. This initial lack of clarity is probably the most difficult hurdle for researchers to overcome, and the literature from both the quantitative and qualitative streams tends to give this element of research design less than meticulous attention. If the collection (or generation, or creation, depending on one's point of view), analysis, and interpretation of qualitative data can be approached from a systems point of view, it follows that the question of how to think about doing qualitative research can itself be the subject of an IQA systems analysis.

IQA research design starts with what is traditionally called a “problem.” By “problem” we mean nothing more dramatic than an issue someone thinks is either interesting or needs attention. Often at this stage, a solution to some perceived problem is sought, but it is difficult to articulate what the problem really is. By its very nature, the problem is not clearly defined at this point. Rather than simply demanding that the problem be made explicit or simply hoping that a well-defined problem will somehow rise from the chaos of our activity, the IQA research flow presumes that ambiguity is a characteristic of the early thinking about a project and deals with this ambiguity, reducing it with every recursion around the IQA design cycle. IQA research design starts with the vague problem and seeks to identify those who have something to say about the problem (constituencies) and what question to ask them (an issue statement). Next research design seeks to identify comparisons of constituencies useful to understanding the phenomenon.

There are three universal research questions. It might be useful at this point to restate the section above, which describes the issues that may be addressed through systems representation of phenomena, in more conventional language. If we have only one system, two research questions are possible:

1. What are the components of the system?
2. How are the components related to each other?

If we have a minimum of two systems, then a third question can be asked:

3. How do the systems compare?

Note that the three questions are in a requisite sequence. One cannot answer a question about relationships without having first identified the things (components) that are in relationship to each other. Neither can the third question be answered unless the first two have been addressed with respect to at least two systems.

IQA research design is not conceived of as a linear get-it-right-the-first-time process; rather, it is circular in nature, as implied by the process graphic, which is shown below.

However, while going in circles is a metaphor for getting nowhere, the recursive feature of IQA design allows for successive refinements of each of the following:

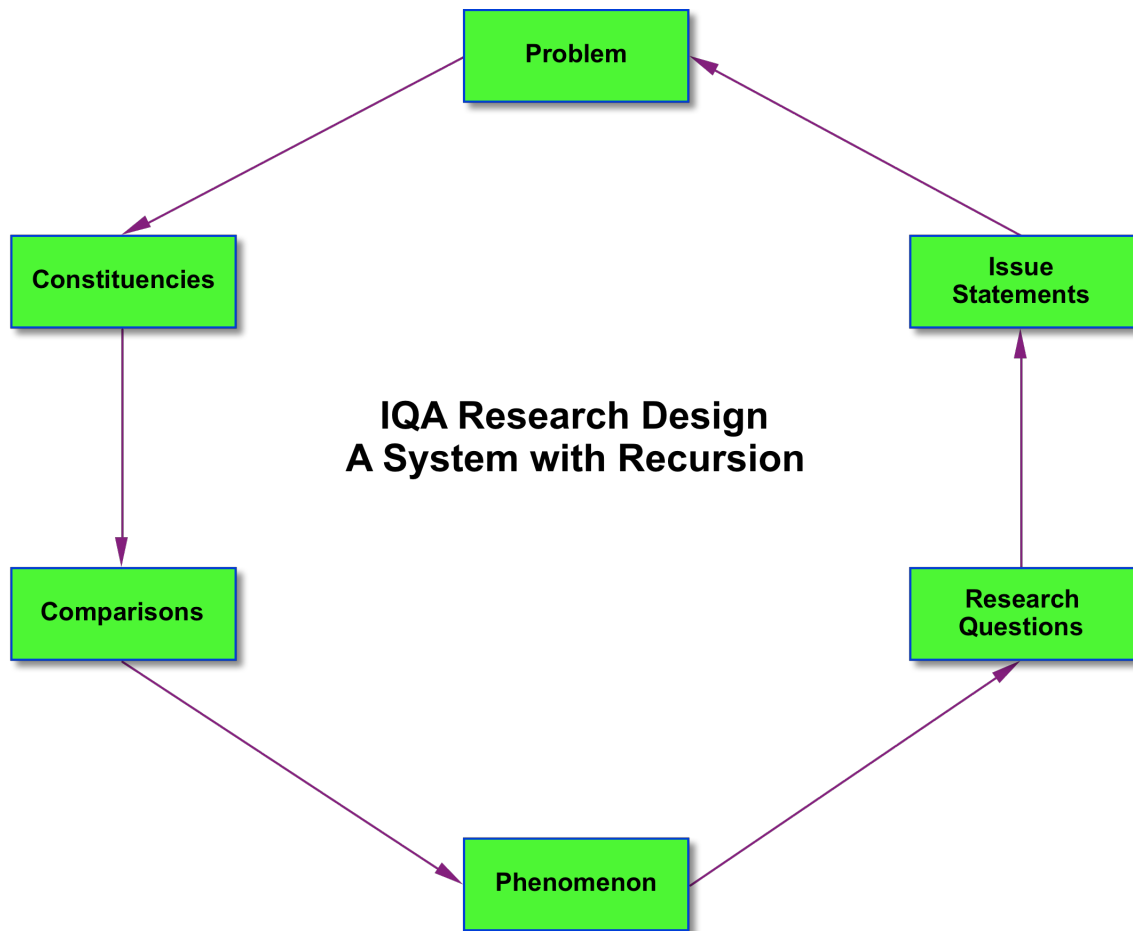


Figure A2: IQA Research Design

Problem - The problem reflects a simple observation or concern that the researcher is interested in further exploring. The problem seeks answers to *How* and *Why* questions.

Constituencies - Constituency is a term reflecting both an interest (perceptual or phenomenological distance) and power over the phenomenon, which is at the center of the problem. A constituency is anyone who

- ◆ Has something to say about the phenomenon
- ◆ Can do something about the phenomenon

Comparisons – Comparisons generate research questions.

Phenomenon - The phenomenon is an abstract idea (but a simple name) capable of producing a system with elements and relationships that not only describe the phenomenon, but how it works.

Issue Statement - Different constituencies have different perspectives on the same phenomenon, so the issue statement must be meaningful to each. The issue statement is quite simple and is always a variation of *Tell me about the phenomenon* but it must be presented in terms that are real to a given constituency. The issue statement is the question we ask to get the audience to speak about the phenomenon.

Research Questions – There are three universal research questions. If only one constituency is involved two, and only two, questions can be answered from a systems point of view:

1. What are the elements that make up the Phenomenon?
2. How do these elements relate in a system of influence?

If more than one constituency comprises the study, a third systemic inquiry is possible:

3. How do the experiences of constituency 1 compare to constituency 2?

Research Design Protocol

Problem		
Scenario		
<i>Identify the Scenario. The Scenario outlines a simple observation or assumption for which the researcher is interested in knowing more about.</i>		
Role of the Researcher	Purpose of the Study	
<input type="checkbox"/> Academic Researcher	<input type="checkbox"/> Academic Research	
<input type="checkbox"/> Graduate Student	<input type="checkbox"/> Dissertation	
<input type="checkbox"/> Consultant	<input type="checkbox"/> Solving a Problem	
<input type="checkbox"/> Internal Organization Research	<input type="checkbox"/> General Understanding of a Problem	
<input type="checkbox"/> Other _____	<input type="checkbox"/> Other _____	
Readers/Users of the Study Results		
<i>Identify any potential readers or uses of the results of the study and why they will need it.</i>		
Problem Question		
<i>Identify the Problem Question. The Problem Question reflects a simple observation or concern that the researcher is interested in further exploring. The Problem Question often takes the form of a how or why question.</i>		
Domain		
<i>Identify the Domain. The domain reflects the very general topic or area in which the problem resides.</i>		
Potential Causes of the Problem or Success		
<i>Brainstorm potential causes of the problem as possible.</i>	<i>Do not censor your ideas.</i>	<i>Identify as many as possible.</i>
◆	◆	◆
◆	◆	◆
◆	◆	◆

Constituencies		
Constituency	Distance (Close to Far)	Power (High to Low)
Individual		
Intermediary		
Authority		
Comparisons		
Individual	VS.	
	VS.	
Intermediary	VS.	
	VS.	
Authority	VS.	
	VS.	
Cross Constituency	VS.	
	VS.	VS.

Phenomenon		
Constituency		Phenomenon
Location of Events		
Individual	Intermediary	Authority
Where Does This Take Place?	Where Does This Take Place?	Where Does This Take Place?
◆	◆	◆
◆	◆	◆
◆	◆	◆
Range of Time		
Individual	Intermediary	Authority
When Does It Take Place?	When Does It Take Place?	When Does It Take Place?
◆	◆	◆
◆	◆	◆
◆	◆	◆
Constituency	Research Questions	Issue Statement
	3. What are the elements that make up <u>the Phenomenon</u> ? 4. How do these elements relate in a system of influence? 5. How do the experiences of <u>constituency 1</u> compare to <u>constituency 2</u> ?	Tell me about <u>the Phenomenon</u> .
	1. What are the elements that make up <u>the Phenomenon</u> ? 2. How do these elements relate in a system of influence? 3. How do the experiences of <u>constituency 1</u> compare to <u>constituency 2</u> ?	Tell me about <u>the Phenomenon</u> .
	1. What are the elements that make up <u>the Phenomenon</u> ? 2. How do these elements relate in a system of influence? 3. How do the experiences of <u>constituency 1</u> compare to <u>constituency 2</u> ?	Tell me about <u>the Phenomenon</u> .

Final Answer	
Problem:	
Constituency:	
Comparisons:	
Phenomenon:	
Research Questions:	
Issue Statement:	

IQA Focus Groups

Focus Group Warm-up Exercise

The final result of the IQA Research Design Phase is the Focus Group Warm-up Exercise. This protocol is used in the Focus Group Phase and uses guided imagery to ask the constituent groups to think about the phenomenon and provide a “dump” of thoughts.

IQA studies usually begin with a focus group, which is a group of people who share some common experience, work or live within some common structure, or have a similar background. This definition suggests that the researcher should think first about commonalities rather than differences when designing the composition of the group; IQA focus groups are formed with groups of individuals who may certainly have varied opinions and experiences with the system under study, but who more critically share a common perspective.

The Focus Group Phase of IQA begins with a guided imagery exercise using the Focus Group Warm-up Exercise produced in the Research Design Phase. From the researchers prospective, the IQA Focus Group Process is designed to identify the themes or affinities that make up the phenomenon. The focus group is asked to reflect on their experiences of the phenomenon and give a “dump” of all thoughts. The researcher next facilitates a “clumping” and “naming” exercise in order to identify the affinities. The final result of the Focus Group Phase is to identify the affinities that will be used to develop the Interview Protocol.

Focus Group Warm-up Exercise

I would like you to think for a while about the phenomenon—Very brief definition of the phenomenon

In a few minutes, I am going to ask you to tell me about your experience with the phenomenon.

So let's begin.

- Please allow yourself to be as comfortable as possible.
- Put your thoughts from the day aside to allow your attention to focus on the phenomenon.
- Close your eyes to increase your state of relaxation and your ability to focus on the phenomenon.
- Now imagine yourself in the environment of the phenomenon. See yourself in all of the places the phenomenon occurs. (long pause)
- Imagine yourself in the time frame the phenomenon occurred. (long pause)
- See all of the places, events and people the phenomenon. (long pause)
- See yourself engaging in the activities of the phenomenon. (long pause)
- Notice your surroundings. (long pause) Looking around you, take in the sights, the sounds that are associated with being in the environment of the phenomenon. (long pause)
- Allow yourself to become aware of your environment with all of your senses.
- Focus on what it feels like to be totally absorbed in the environment of the phenomenon. Be there in your mind. (long pause)
- Review all your recollections up to this moment. (pause)
- Allow all these thoughts to remain calmly in your consciousness and ready to be revealed.

Thank you for allowing these valuable observations and recollections to come forward.

Please allow yourself to gently allow your consciousness back to this time and place and when you are ready, open your eyes.

Good. Thank you.

And now, with all that you remember—and that is all that you just noticed—please write down your thoughts on these cards.

Write one thought or experience per card. Feel free to record a word, a phrase, a sentence, or a picture to capture that thought . . . and . . . Tell me about the phenomenon.

Identification of Affinities

The first step for an IQA focus group is silent brainstorming. During this phase a focus group is asked to write their experiences about the subject on note cards, one thought per card. After producing as many cards as possible, the focus group is asked to tape the cards along a wall. The researcher reads each card and the group comes to a consensus as to the meaning of the card, thus the foundations are laid for constructing, through discourse, a shared reality among group members. The facilitator then asks the group to silently organize the cards into groups of meaning, an activity referred to as inductive coding. Grouping is followed by the affinity naming and revision phase (axial coding), which consists of giving a name to the group (affinity) and sorting any cards that may have been miscategorized into the proper group.

IQA data collection/analysis techniques originated from Total Quality Management (TQM) processes designed to capture knowledge from organizational members to solve problems and improve processes. A major TQM assumption is that people who are closest to the job best understand what is wrong and how to fix it. Similarly, IQA data collection techniques assist members of a group close to a phenomenon of interest in describing and labeling their experiences, and in articulating perceived relationships among these experiences to produce a theory in perception or a conceptual map, which is a systems representation of how a person or a group understands a particular phenomenon. This system consists of categories of meaning called *affinities* and the perceived causal relationships among the affinities.

The first step in creating a mind map is to assist the focus group members in organizing their thoughts into a manageable number of categories or affinities, sets of textual references that have an underlying common meaning or theme, synonymous to *factors* or *topics*. During affinity production, the constituents are given an opportunity to reflect upon their experiences and then express their thoughts and feelings. The thoughts of the group as a whole are combined and organized into common themes or affinities by the group itself with the aid of a facilitator. The group collectively names the affinities and helps the researcher create a detailed written description or definition of each affinity. The goal is to produce the smallest number of affinities with the greatest amount of detail or “richness.”

Axial coding seeks to name, reorganize, clarify, and refine the affinities. While the first kind of coding is, as the name implies, almost exclusively inductive, axial coding cycles back and forth from inductive to deductive. Once the affinities are refined and often reorganized by the group participants, they are encouraged to narrow down the meanings of the affinities and their categories. Major categories of affinities are reviewed and then may be combined or divided into hierarchical systems of sub-affinities.

An affinity name is a general term that represents an experience to a particular group or individual when probed. The purpose of an affinity is to explore the range of meaning to

any one group. An affinity typically has a range of meaning as well as a range of timbre. Further, both the meaning and timbre are not necessarily unidimensional (such as temperature, which can range only from hot to cold) and therefore can require sub affinities that exist in multiple dimensions. A common example is emotions. Emotions may have a range of timbre described by the group as positive (happy) to negative (sad). At the same time, there are possibilities of sub affinities within this affinity that show a range of meaning: such words as “frustration” “ecstasy” and “challenging” all point to differences in meaning as well as differences in timbre.

Once again, this process is achieved through group discussion and consensus. The descriptions are refined and narrowed by the group until each participant agrees that the definition accurately reflects the meaning of the affinity. Affinities are given titles that accurately reflect the meaning of the affinity. Affinities are given titles as determined by participants, which are documented on header notepads and placed at the top of each vertical column. An example is provided below.

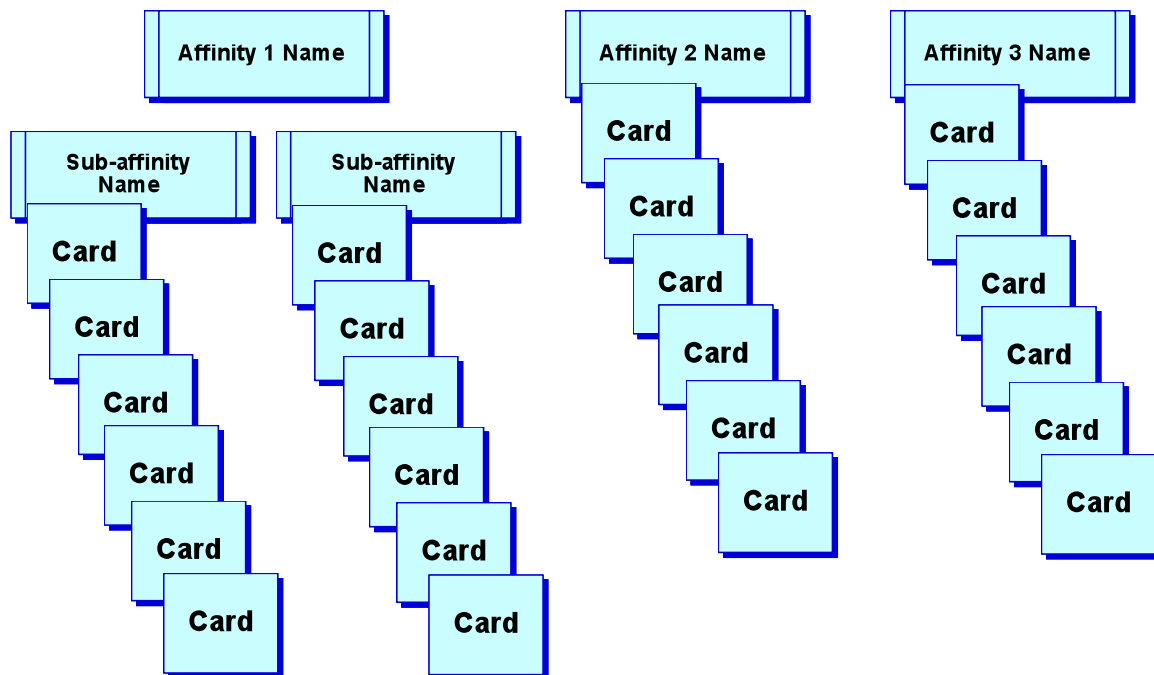


Figure A3: Affinity Naming

Renaming and Reconciling Affinities for the Interview Protocol

Renaming affinities is often necessary when using focus group work to build an interview protocol. Sometimes focus group affinity names are either too specific or metaphorical, or too abstract: in either case, the focus group name acts as a barrier rather than a facilitator to communication with an audience. For example, sometimes the group may

put a qualifier on an affinity name. A very common one is “negative emotions” or “positive emotions.” The two “affinities” are much more usefully and accurately represented as two subaffinities of the more general category of “emotions,” as are other labels such as frustration, anger, fun, and happy. As another example: A focus group produced the category (among others) they called “external context.” An interviewee who did not participate in the focus group, when asked to talk about “external context” within the general subject of student achievement would probably have no idea of the reference for the name. An Affinity name should be simple enough to immediately trigger a response with a minimum of explanation by the interviewer. In this sense, the “best” affinity name requires the interviewer to say nothing other than, “Tell me about (affinity name)”.

The whole idea of IQA is to allow members of a constituency to define the meaning and the range of the elements of the phenomenon and to articulate how these elements are connected in their understanding of the phenomenon. The researcher only facilitates drawing descriptions out of the group and organizing the descriptions into similar chunks: therefore, affinity descriptions in an interview protocol should only help to define the name and not indicate a “preferred” timbre or meaning of the category. A good affinity and description is a neutral presentation: It avoids any bias and does not lead the respondent down only one timbre path. For example, if you ask graduate students “Tell me about stress,” they will tell you all about stress as a graduate student. But if you say, “Tell me about emotions,” graduate students will tell you about stress, anxiety, fear, satisfaction, enervation, exhilaration, and perhaps even about even a few moments of contentment and relaxation. Leading a respondent down too narrow a path will rule out the possibility of describing all the other paths. A good affinity allows for the full range. A particular group may only experience one path, but that is what research often is about, to identify how one group compares to another. Ask a group of graduate students who are at risk of quitting about emotions and you will probably get an overwhelming set of negative descriptions, but a group who are about to graduate will very likely have a different understanding of negative emotions while at the same time remembering some as satisfying or happy

Some may fear that some affinities may be overlooked by the focus group. There is nothing wrong with adding additional affinities to the system if it gives more explanatory power to the topic. IQA recommends conducting 2 focus groups with different participants who are members of the same constituency and reconciling the two sets of affinities. Often the researcher will note that both groups generate nearly the same affinities. Naming may be different but affinities could be paired off as having the same meaning. On occasion, one group might identify an affinity, whereas the other group might identify a category of meaning that they believed to be a sub-affinity, or the dialectic, of a larger category of meaning. While many of the affinities may be the exact same name between both groups, there may be a few that on first appearance seem to be unique to one group. In order to check to see if an affinity is unique to just one group, the researcher must go back to the cards to see if there were any references to that affinity in the

other group. The researcher must reconcile whether it was an affinity or sub-affinity, the two groups had produced similar categories. The researcher resolves the issue by compiling a new affinity list that took into account both focus group responses.

Identification of Sub-Affinities

Sub-Affinities can be developed as a part of interview transcript analysis or through additional focus groups. To identify sub-affinities using interview transcripts the research conducts the interviews based on the affinities. Transcripts are examined and each affinity is coded to identify sub-affinities. Conducting additional focus groups may also be used to identify sub-Affinities. Using the same guided imagery process used to identify affinities, the researcher asks *tell me about each affinity*. Cards are generated, sorted and names. The process is repeated for each affinity.

Interview Protocol

The final result of the Focus Group Phase is to identify the affinities to be used in the Interview Protocol.

IQA Interviews

IQA Interviews

The IQA interview is a semi-structured interview. It is designed to capitalize on the consistency afforded by highly structured interview and the level of detail offered by open-ended or emergent interviews. The interview questions are designed and based on the affinities developed by the focus group members. An IQA interview protocol is designed to achieve specific objectives, each of which relate directly to the research questions of the study. The affinities produced by the focus group are used to create an interview protocol. The interview protocol is used to elicit descriptions of affinities created by the focus group and to identify and elicit descriptions of relationships among the affinities. In particular, IQA interviews serve to:

- ◆ Add richness and depth description of the meaning of affinities that is not possible with a focus group alone
- ◆ Allow for individual mindmaps, which can be used in a debriefing session as an interpretive aid to the investigator

Structuring the interviews with the same questions around affinities that are discussed in a prescribed order (although follow-up questions or probes in the first phase will naturally vary) allows the researcher to ensure that each affinity is explored thoroughly and consistently. Following this carefully prepared protocol then frees the researcher to focus attention on eliciting and responding to each interviewee's distinct responses. This careful, procedural preparation supports the interviewer's art in engaging and eliciting each person's experience. This process enables the researcher to achieve several critical purposes with the IQA interviews:

- ◆ To provide data representation the respondent's experience with the phenomenon
- ◆ To provide data representing the respondent's personal mind map
- ◆ To help the researcher code the impact and influences of these affinities in order to create a systems influence diagram
- ◆ To provide data representing the group's collective SID (mindmap)

The creation of an IQA interview protocol is straightforward. The interview protocol consists of two parts: 1) the open-end *axial interview* designed to provide rich description of affinities by the respondents; and 2) the structured *theoretical interview* designed to identify relationships between affinities. The axial interview section is derived from the affinities identified by the focus group, while the theoretical interview is presented through an Affinity Relationship Table.

The focus group affinity identification is the basis of the open-ended questions of the axial interview. The interviewer need only address the affinity names themselves. The interviewer seeks to address, "What does the affinity mean to you? Tell me about your experience with the affinity?"

The Affinity Relationship Table (ART) is the basis for the theoretical interview. The table provides a quick reference of all of the possible relationships between affinities. Presented with a copy of the table, the respondents are asked if they believe there is a relationship between each affinity and to explain why they believe so. They are probed to provide their experiences with the relationship. Each respondent is asked to determine the nature of the relationship between all possible pairs of affinities. For any two affinities A and B, there are only three possible relationships: either A directly influences B, or B directly influences A, or there is no direct influence between A and B. These *Rules for Hypothesizing* are summarized as follows:

For any 2 affinities A and B, either

$A \rightarrow B$ (A influences B)

$A \leftarrow B$ (B influences A)

$A \times B$ (No relationship)

They are asked to record their responses in an ART, which is a matrix containing all the perceived relationships in the system.

<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p style="text-align: center; margin: 0;">Affinity Name</p> <div style="display: flex;"> <div style="width: 20px; text-align: right; padding-right: 5px;">1.</div> <div></div> </div> <div style="display: flex;"> <div style="width: 20px; text-align: right; padding-right: 5px;">2.</div> <div></div> </div> <div style="display: flex;"> <div style="width: 20px; text-align: right; padding-right: 5px;">3.</div> <div></div> </div> <div style="display: flex;"> <div style="width: 20px; text-align: right; padding-right: 5px;">4.</div> <div></div> </div> <div style="display: flex;"> <div style="width: 20px; text-align: right; padding-right: 5px;">5.</div> <div></div> </div> <div style="display: flex;"> <div style="width: 20px; text-align: right; padding-right: 5px;">6.</div> <div></div> </div> <div style="display: flex;"> <div style="width: 20px; text-align: right; padding-right: 5px;">7.</div> <div></div> </div> <div style="display: flex;"> <div style="width: 20px; text-align: right; padding-right: 5px;">8.</div> <div></div> </div> </div>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p style="text-align: center; margin: 0;">Possible Relationships</p> <p style="text-align: center; margin: 0;">$A \rightarrow B$</p> <p style="text-align: center; margin: 0;">$A \leftarrow B$</p> <p style="text-align: center; margin: 0;">$A \times B$ (No Relationship)</p> </div>
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Affinity Relationship Table				
Affinity Pair Relationship		Affinity Pair Relationship		
1 \leftarrow 2		3 \rightarrow 5		
1 \leftarrow 3		3 \rightarrow 6		
1 \leftarrow 4		3 \rightarrow 7		
1 \leftarrow 5		3 \rightarrow 8		
1 \leftarrow 6		4 \rightarrow 5		
1 \leftarrow 7		4 \rightarrow 6		
1 \leftarrow 8		4 \leftarrow 7		
2 \leftarrow 3		4 \rightarrow 8		
2 \leftarrow 4		5 \rightarrow 6		
2 \leftarrow 5		5 \leftarrow 7		
2 \leftarrow 6		5 \leftarrow 8		
2 \leftarrow 7		6 \leftarrow 7		
2 \leftarrow 8		6 \leftarrow 8		
3 \rightarrow 4		7 \rightarrow 8		

Interview Transcripts

The final result of the Interview Phase is a collection of transcripts for each respondent.

IQA Report

The last phase of an IQA or any study is that of the report, which in the case of an IQA study proceeds not only from the descriptions of the affinities produced by the respondents, but from two other sources as well: (1) the respondents' judgments of the cause-and-effect relationships among the affinities and the system these judgments create; and (2) comparison of mindmaps, both at an aggregate level (composite SIDs from interviews for different constituencies) and at an individual level (examining individual mindmaps or the variability within a constituency). While there are several choices of formats for an IQA study, the dissertation format is most frequently used.

Affinities and relationships are described with the words of the group. Since IQA is designed to describe the perceptions of the phenomenon or the lived reality of the group, it makes sense to describe the affinity purely in the words of the group. Comparison is the fuel for the interpretive machine, and systems as represented by mindmaps or SIDs, provide multiple opportunities for comparison.

The IQA systems approach is designed to be of the greatest possible assistance in interpretation. The focus group is used to identify the affinities, each of which is well documented as part of the focus group protocol. Interviews then expand on the descriptions of the affinities. Since the primary result of an IQA study is a picture of a system or systems, it is no accident that the process that produced these systems is designed to aid in the writing process. The typical IQA report accomplishes three goals:

1. Naming and describing the elements of the system
2. Explaining relationships among elements of a system (system dynamics)
3. Comparing systems

To systematically approach the report, IQA splits the process into two phases (1) Results / Analysis and (2) Interpretation / Implications. These two phases are reflected in the typical Chapter 4 and 5 of the dissertation. "Results / Analysis" on the one hand and "Interpretation / Implications" on the other is arguably a distinction without a difference. These terms have a strong positivist flavor, and indeed the ontological barrier between our findings and the meaning we give them is much more permeable than the names imply. Nevertheless, the distinction can be useful for presentational purposes, and IQA makes a distinction that is consistent with the one described above. "Results / Analysis," in IQA terminology, refers to describing the affinities and the systems. "Interpretation / Implications" refers to comparing systems and setting these comparisons into the two larger contexts of theory (conceptual implications) and application (pragmatic implications).

The IQA Results / Analysis chapter provides the researcher the opportunity to describe the phenomenon in the participants voice and to present the data free of commentary, interpretation or opinion by the researcher. Through a rigorous use of protocols,

transcripts are coded and systems are drawn. The story of each constituency group is told by aggregating axial codes of each affinity to tell the story of the group as a whole. The system is built one relationship at a time by aggregating theoretical codes to tell the story of the group as a whole. The resulting report (dissertation Chapter 4) is an Axial Write-up, Theoretical Write-up and presentation of the SID.

The IQA Interpretation / Implications chapter (dissertation Chapter 5) provides the researcher the opportunity to describe the phenomenon in the researcher's voice. The researcher is free to interpret the data, suggest interventions and introduce other literature that reinforces the researcher's results. In Chapter 5, the researcher re-engages with the literature to accomplish two goals: first, to re-interpret the literature reviewed in chapter 2 in the light of what has been learned and second, to identify other areas of literature that now have relevance in the light of what has been learned. The applications section of this chapter is the investigator's response to the question of pragmatic utility: What is the study good for?

IQA Report (Results / Analysis)

The results section provides to the reader the facts to be used in later discussion. This section should be as free from researcher interpretation and opinion as possible. By presenting only the facts, the researcher adds credibility to the data. This also provides an audit trail for later arguments. Providing just the data allows the reader to draw his or her own conclusions, free from researcher bias.

- ◆ System Elements (Describe each Affinity)
 - Composite affinity descriptions (affinity write-up)
 - Describe each affinity from the point of view of the group as a whole
- ◆ System Relationships (Describe each Relationship)
 - Composite theoretical descriptions (theoretical write-up)
 - Draw the cluttered SID one affinity at a time while describing the relationships
 - System influence diagram (SID)
 - Present the uncluttered SID

The Results / Analysis Phase of the IQA Report is primarily an exercise in organization and presentation. Raw transcripts are processed through a series of protocols designed with the purpose identifying the meaning of each affinity by telling the composite story of each constituency. This phase also produces the relationship-by-relationship building of the composite system while telling the group story of how each affinity is related to the others.

Transcripts

All interviews are transcribed word for word. The transcript is formatted to provide the researcher quick identification of the sections. The researcher then edits the transcripts to remove all spoken word stumbles and poor grammar. Personal identifiers are removed or generalized.

Axial Coding

Axial Code Table (ACT)

Once the transcripts had been prepared, the researcher analyzes the text for axial codes, which are specific examples of discourse that illustrate or allude to an affinity. The researcher then documents the reference for retrieval by recording the affinity number on the line of transcript that refers to the affinity and by documenting the line numbers and affinity numbers in the Individual Interview Axial Code Table (ACT). The ACT is the primary documentation for all utterances that illustrate the range of meaning of each affinity for each respondent.

The structure of the interview is designed to make this step very easy. The meaning of each affinity is explored with each respondent according to a standard (but flexible) protocol and the respondent's descriptions are transcribed line-by-line. The researcher examines the particular section of the interview transcript that addresses the affinity and looks for phrases or statements that define and provide examples of a specific affinity. These examples may be symbolic or metaphorical statements concerning the affinity, clearly stated descriptions of how the affinity becomes manifest in the experience of the respondent, or proximate descriptions of other affinities in the context of the one being addressed.

Quotes relating to a specific affinity are cut and pasted into the third column of the ACT, along with the line(s) of the transcript that are the source of the axial quote. There will usually be multiple axial quotes for any given affinity; each quote represented by another row in the ACT. Once all interviews are coded, the data from the interviews are summarized to create a composite of the individuals' experience with the phenomenon.

Sample Individual Interview Axial Code Table			
Affinity	Transcript Line	Axial Quotation	Researcher Notes
1.			
2.			
3.			
4.			
5.			
6.			

Combined Interview Axial Code Table

Once all interviews have been coded, the data from the interviews are summarized to create a combined Axial Code Table that represents a composite of the individuals' experience with the affinities of phenomenon. Axial data are transferred from each Individual Interview Axial Code Table to a Combined Interview Axial Code Table. By combining all interviews into one table, the researcher creates a database for the entire set of respondents containing all Axial Codes for all affinities, with each code containing a link or a reference to the transcript and line numbers that produced the code. This table is very similar to the one used to record axial codes for an individual interview except that it also contains a link to the transcript that produced the code.

Composite Affinity Descriptions: The Affinity Write-up

The IQA Affinity Write-up is a composite story of the group. The researcher is tasked with organizing the multiple interviews so that they tell the story of the group as a whole. The researcher seeks to identify what "does the affinity mean?", "what are the sub components?" and "what is the range of meaning?" for each affinity. Since the group is the best source of describing their experience, why not describe it purely in their own words? Much like the process used to identify affinities with a focus group, quotes can be organized into common themes using a "Dump, Clump, Name, Organize" procedure. With all the quotes for a particular affinity contained in a Combined Interview Axial Code Table for that affinity, the meaning of the affinity can begin to take shape. IQA takes the stand that the researcher should have little voice in the Results / Analysis. The role of the researcher is to organize the data so that it tells the groups story and is interesting to the reader. The researcher is tasked with combining, naming and organizing the quotes. The researcher introduces the affinity and sub affinities to the reader but avoids any temptation to add the researchers voice and interpretation to the story. For this reason, only a few introductory sentences are written in the voice of the researcher while the bulk of the Affinity Write-up is in the words of the group.

Once all interview have been organized and coded and system have been build all that is left to do is present the material in a manner that is informative, organized and fun to read. Since we are all prolific writers, this step is easy and need no further explanation. But for that rare researcher who looks at a blank piece of paper and has no idea where to start, IQA once again take a systematic approach to writing up the study. Knowing the data that IQA produces makes the writing process much less difficult. The transparent nature of the IQA process allows the researcher to present the results in an open forum and allows the reader to examine the data along with the researcher. Presenting the data in an open manner allows the reader to draw their own conclusions about the study. Most researchers work so hard and become so involved in the study that they cannot resist drawing conclusions and making predictions. But all too often researchers blur the line between presenting the data and interpretation. A systematic approach can help to avoid the pitfalls by drawing distinct lines between describing the data and interpreting the data.

In the “Dump” phase, each Combined Interview ACT is cut into strips of paper representing a single individual quote. The research in effect creates cards for a sub-affinity analysis. In the “Clump” phase, the researcher next examines all quotes for that affinity. Similar themed quotes are clumped together in piles. In the “Name” phase, the researcher examines each theme and gives it a meaningful name. These themes are called sub-affinities. They represent the overall range of meaning of the affinity. They often describe the affinity in either a range of timbre or tone or as a list of attributes that describe the affinity. In the “Organize” phase, multiple quotes for each sub-affinity are then woven together to develop a composite quote. The researcher organizes the quotes so that they tell a story about each sub-affinity.

While the resulting paragraphs of quotes are made up of quotes taken from individuals, the result is an affinity description that represents a composite story of the group as a whole. While this process may seem strange to qualitative researchers who are used to seeing quotations being treated in traditional ways, the process is not unusual. It is very common for a researcher to interview an individual many times over a period of time about the same subject. Researchers often compile quotes on a topic and report the results so that the story reads as a continuous piece.

Theoretical Coding

The purpose of IQA is to draw a picture of the system (Systems Influence Diagram or SID) that represents the perceptual terrain or the mindmap of an individual or group with respect to a phenomenon represented by the issue statement. The SID is a picture drawn using a set of rules for rationalization on a summary of the theoretical codes called an Interrelationship Diagram (IRD) produced by the respondents. Theoretical Coding refers to ascertaining the perceived cause and effect relationships (influences) among all the affinities in a system. In the interview setting, this is accomplished by facilitating a systematic process of building hypotheses linking each possible pair of affinities.

All possible direct links between the affinities are investigated by developing hypotheses grounded in the data. IQA provides participants with a formal protocol to determine whether or not there is a direct influence between every possible pair of affinities in the system. If so, the respondent then determines the directionality of influence. The goal is to identify the underlying (and generally hidden) structure of the group mind map, which is summarized in a SID.

Theoretical Coding can serve two purposes, first to present an individual SID for each participant and second to produce a composite SID representative of the group as a whole. To produce a SID for an individual the researcher examines the transcripts for Theoretical Codes. Theoretical Codes are recorded in an Individual Interview Theoretical Code Table (TCT), which captures both directionality of relationships as well as descriptive explanations of how the relationships work in the respondent's words. In preparation for drawing an individual system the relationships are transferred to an Affinity Relationship Table (ART), which was described in the interviews section. The relationships are then processed through another protocol called an Interrelationship Diagram (IRD). Next, a Cluttered SID, one that contains all relationships identified by the respondent, is produced. The Uncluttered SID is the final version of the system in which redundant links are removed. Each of these protocols will be explained in detail to follow.

In order to build a composite system representative of the group as a whole a few extra steps are performed. For each interview an Individual Interview Theoretical Code Table (TCT) is produced. As each interview is processed an accounting of each affinity pair relationships is tallied in a Theoretical Code Frequency Table. The Theoretical Code Frequency Table captures the frequency of "votes" for each affinity pair for all members of the group. IQA uses a Pareto Protocol, which is used operationally to achieve consensus and analytically to create a statistical group composite of the group. The Pareto Protocol identifies which relationships the researcher should use to build the Composite SID. The relationships to be used are recorded in an ART. Following the same steps as an Individual System an IRD, Cluttered SID and Uncluttered SID is produced. The Composite SID process is described in detail following the process for the individual SID.

The SID Assignments Protocol

The purpose of the SID Assignments Protocol is to allow the researcher to analyze the entire set of relationships identified in the ART and determine the basic flow of the system from Driver to Outcome. The SID Assignments Protocol contains four tables, The Affinity Relationship Table (ART), The Interrelationship Diagram (IRD), The Sorted IRD and the Tentative SID Assignments Table. The SID Assignments Protocol is completed by examining the number relationships a particular affinity influences and is influenced by. In other words, the researcher examines the number of OUT arrows

(Drivers) and IN arrows (Outcomes) of each affinity. The difference between OUT and IN arrows determines if the affinity is a relative driver or outcome. Affinities are then sorted from drivers to outcomes. The results of the sorted IRD are examined to determine the tentative order of the affinities in preparation for drawing the SID. Below is the blank SID Assignments Protocol.

Affinity Name	
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	

Possible Relationships
$A \rightarrow B$
$A \leftarrow B$
$A \times B$ (No Relationship)

Affinity Relationship Table			
Affinity Pair Relationship			Affinity Pair Relationship
1	2		3 5
1	3		3 6
1	4		3 7
1	5		3 8
1	6		4 5
1	7		4 6
1	8		4 7
2	3		4 8
2	4		5 6
2	5		5 7
2	6		5 8
2	7		6 7
2	8		6 8
3	4		7 8

IRD											
	1	2	3	4	5	6	7	8	OUT	IN	Δ
1											
2											
3											
4											
5											
6											
7											
8											
Total											

Count the number of up arrows (\uparrow) or *Outs*

Count the number of left arrows (\leftarrow) or *Ins*

Subtract the number of *Ins* from the *Outs* to determine the (Δ) *Deltas*

$$\Delta = \text{Out} - \text{In}$$

Error Check

Add both the *Outs* column and the *Ins* column. The numbers should be equal.

Add the Δ column. The value should be zero.

Paste the contents of the IRD into the table below and sort by Δ

IRD – Sorted in Descending Order of Δ											
	1	2	3	4	5	6	7	8	OUT	IN	Δ
1											
2											
3											
4											
5											
6											
7											
8											

Directions

Copy and paste the sorted affinity number column over the affinity numbers in the Tentative SID Assignments Table.

Examine the Sorted IRD Table for the following possibilities and change the Tentative SID order to reflect the rule.

Zero IN, Zero OUT Rule: If there is a *Zero In* within the system it must be moved up to a pure primary driver. If there is a *Zero Out* it must be moved down to a pure primary outcome.

Equal Delta Flip Rule: If there is a tied delta value, examine the relationship pair and identify which is the driver. The driver of the pair goes first in the table. Make changes to the SID order in the table below.

Tentative SID Assignments	
1	
2	
3	
4	
5	
6	
7	
8	

The Cluttered SID

The first version of the SID contains each link present in the IRD and is referred to as the Cluttered SID. The system is saturated with links, a term appropriated from organic chemistry. Just as saturated hydrocarbons are composed of carbon atoms linked to as many hydrogen atoms as their structure will allow, the cluttered SID contains all of the links identified by participants in the protocol leading to the IRD.

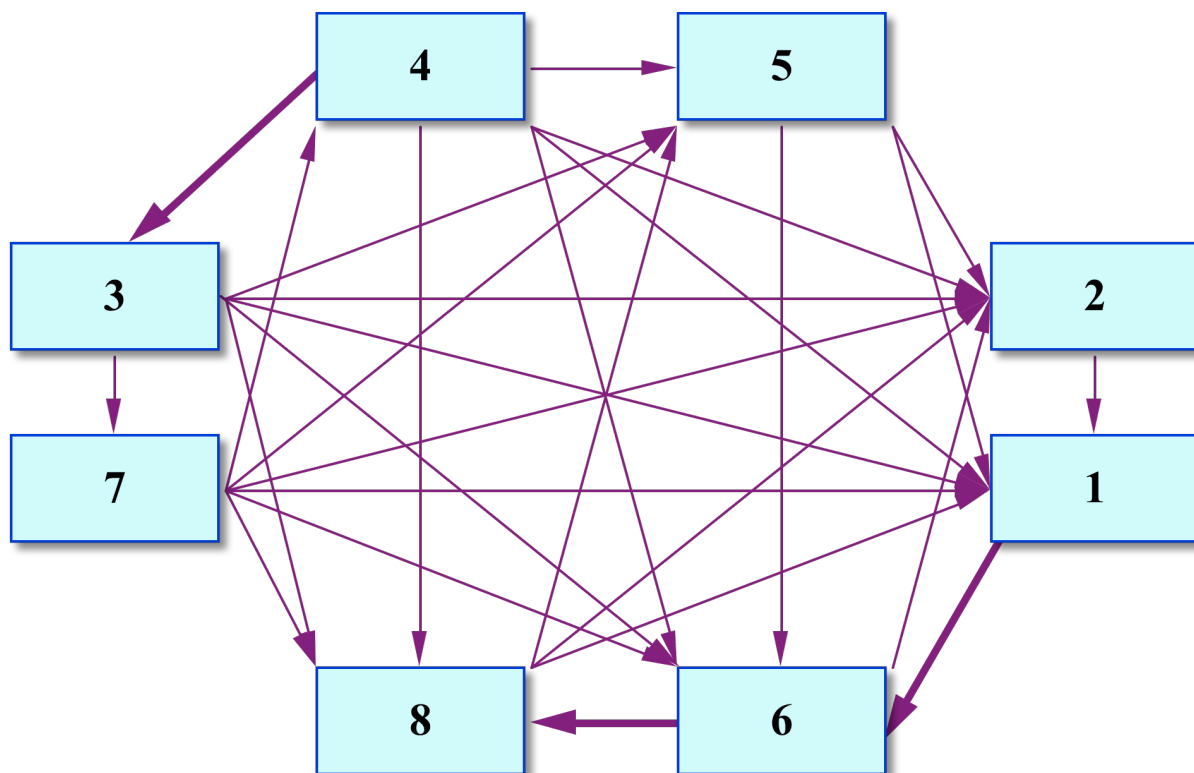


Figure A4: Sample Cluttered SID

The Uncluttered SID

The Cluttered SID deserves its name. The problem with saturation is that a Cluttered SID, while being comprehensive and rich, can be very difficult to interpret, even for a modest number of affinities that are highly interlocked or embedded within the system. While the Cluttered SID is extremely rich in descriptive capability, it serves better as an *objet d'art* (depending on one's sense of aesthetics) than as an interpretive device. In other words, many systems have so many links that the explanatory power of the system becomes bogged down in the details of the relationships. Comprehensiveness and richness are certainly objectives of the SID; on the other hand, so is parsimony. A way to reconcile

the richness–parsimony dialectic is to produce an Uncluttered SID, one that has redundant links removed. Redundant links are those between two affinities in which, even if removed, a path from the driver to the outcome can be achieved through an intermediary affinity. Redundant links can be thought of as the paths of least resistance. The Uncluttered SID has all redundant links removed. The Uncluttered SID is the simplest possible representation consistent with all the relationships contained in the IRD.

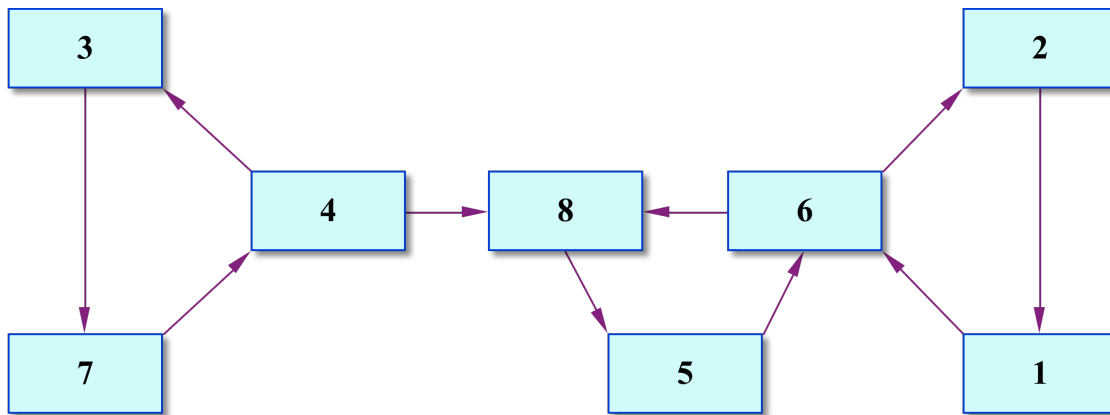


Figure A5: Sample Uncluttered SID

The Composite SID

Using the same procedure used to develop an Individual SID, a Composite ART, IRD and SID can be created for the group. Once all interviews have been coded, the data from the interviews are summarized to create a combined SID that represents a composite of the individual’s experience with the phenomenon. A count of each theoretical code is entered into the Combined Interview Theoretical Code Frequency Table. Because individual respondents may have defined relationships differently, and may in fact disagree about the direction of a relationship, IQA provides a protocol (the Pareto Protocol with MinMax Criterion) to constructing a composite SID from individual interview SIDs.

The Pareto Principle

Selecting a protocol for representing the consensus or the “preponderance” of the group’s analysis of relationships is similarly independent of the level of detail or group organization. A reasonably rigorous and powerful technique for achieving and documenting the degree of consensus in a group is the Pareto Principle, named after the 19th century economist Wilfredo Pareto (1843-1913), and popularized among management and systems theorists by Joseph Juran (1988). Pareto wrote of the “trivial many and the significant few” in his analysis of productivity and economics. The

principle has been used in quality management to help focus priorities by providing an easy-to-remember rule of thumb. Put in systems terms, the Pareto Principle states that something like *20% of the variables in a system will account for 80% of the total variation in outcomes* (such as productivity or profit). Other (sometimes tongue-in-cheek) incarnations of the Pareto Principle are:

- ◆ Addressing the most troublesome 20% of your problem will solve 80% of it.
- ◆ In any organization, 20% of the personnel will cause 80% of your headaches.
- ◆ *80 percent of all work that is completed is really the result of 20 percent effort.*
- ◆ 20 percent of all potential solutions will solve 80 percent of the problem

Whether the split is 20/80 or 70/30 or some other ratio depends upon the nature of the system, but the essential utility of the Pareto Principle is this: a minority of the relationships in any system will account for a majority of the variation within the system. Depending upon the variation of theoretical coding used, it is quite likely that there will be some disagreement among either individuals or subgroups about the nature of a given relationship. IQA uses the Pareto rule of thumb operationally to achieve consensus and analytically to create a statistical group composite.

The Pareto Protocol provides an efficient and, to group members who find themselves in an initial stage of disagreement, satisfying method for achieving consensus. A Pareto Composite System requires an exact count of each relationship code but has distinct benefits in that it takes into account close votes and identifies conflicting relationships not addressed in a simple vote. The frequency of each relationship is determined and recorded on a spreadsheet by tallying all of the relationships identified by each member of the group and recorded in an ART. The total number of “votes” (we omit the quotes from now on) for each relationship is calculated, and the relationships are sorted out in descending order. Cumulative percentages are then calculated for each relationship, which is to say a Pareto Protocol is constructed. The cumulative frequencies are used for two purposes:

- ◆ To determine the optimal number of relationships to comprise the composite system. “Optimal” is used in the sense that the researcher’s goal is to use the fewest number of relationships (for parsimony’s sake) that represents the greatest amount of variation (for the sake of comprehensiveness and richness). Relationships that attract a very low percentage of votes are generally excluded from the group composite.
- ◆ To help resolve ambiguous relationships, which are relationships that attract votes in either direction.

IQA Report (Interpretation / Implications)

The last phase of an IQA or any study is that of Interpretation / Implications, which in the case of an IQA study proceeds not only from the descriptions of the affinities produced by the respondents, but from two other sources as well: (1) the respondents’ judgments of the cause-and-effect relationships among the affinities and the system these judgments

create; and (2) comparison of mindmaps, both at an aggregate level (focus group SID, composite SIDs from interviews for different constituencies) and at an individual level (examining individual mindmaps or the variability within a constituency).

In the Interpretation / Implications chapter, the researcher begins to make comparisons and draw conclusion based on the data. Composite systems for each constituency are compared to each other. Individual respondent systems are compared to show typical or atypical variation from that of the group. The researcher draws inferences based on theoretical perspective. Finally, the researcher can make predictions based on the model or suggest interventions one may attempt to change the outcome of the system.

Comparisons

Comparisons can be made at two levels: A qualitative analogue to the statistical concept of variation is possible by comparing individual mindmaps to each other and to the composite; and a qualitative analogue to post hoc group comparisons is possible by comparing the composite mindmaps of different constituencies. These two interpretive protocols are the logical results of the dialectical nature of IQA research, as revealed in the following:

1. Individuals are unique in meaningful ways. Individual perspectives or voices are important and should not get lost in our attempt to find patterns. However ...
2. Patterns or communalities in perceptions do exist within constituencies. These patterns or abstractions are useful for both theoretical and practical purposes. Furthermore...
3. Comparison is the primary method of interpretation, both from the participant's point of view and from the investigator's. IQA focus group and interview protocols are designed to encourage constant comparison by the participants; and for the investigator, the following comparisons are provided by following the IQA research design process:
 - Among individuals within and across constituencies (comparing individual mindmaps to each other and to composites)
 - Comparisons among constituencies (comparing composites)

Scenarios Examined

A mindmap or SID, whether it is the map of a group's or an individual's perception, is a system, and systems are made to be "exercised." Systems may be exercised (or scenarios may be cast) in three basic ways:

1. The researcher may ask the model to "predict," based on its internal logic, the ultimate state of the outcome affinities given known states of its antecedent affinities.
2. The researcher may do the opposite, which is to ask what antecedents might, by the logic of the system, lead to a particular state of its outcomes.

3. The researcher may ask what might be the effect of extrasystemic influences or those forces not named or accounted for in the system.

In other words, IQA methodology allows for a representation of both individual and group realities, comparisons of which allow the researcher to ask the two great interpretive questions: “What is ...?” and “What if ...?”

Interpretation & Implications: Chapter 5 Guidelines

The implications section provides a forum for the researcher to analyze and interpret the data as well as draw conclusions based on the data. How one chooses to make comparisons is a matter of choice. IQA chooses to analyze the composite system first. Next, IQA chooses to identify opposing individual experience and compare them. Finally, IQA chooses to treat the system as a theoretical model that can be applied to other situations and make predictions based on the model.

- ◆ Composite System (Describe the System)
 - Brief tour through the system.
 - Describe overall placement of the affinities in the systems. Describe links, building the model from left to right. Give examples (you can put theoretical quotes directly onto your SID) of each link.
 - Highlight and *name* any feedback loops. Give an example, in the manner just above, of how each loop works; in particular, how it can *implode* or go negative. Describe way(s) to escape from a negative feedback loop.
 - Zoom out by substituting the feedback loop names for the affinities comprising the loops, working from right (outcomes) to left (drivers).
 - *Exercise the model* by presuming some given states or conditions of the drivers and then examining what the expected results would be (prospective scenario). Then, do the reverse (retrospective scenario) by assuming some states or conditions of the outcomes, and then examine the model to see what conditions or states of the drivers could have produced these outcomes.
- ◆ Valence (Describe the Valence)
 - Describe the overall valence (hot to cold, positive to negative, bad to good, pleasant to unpleasant, lots of variation, little variation) of each affinity. Analyze the interviews based on valence and quotes.
- ◆ Predictions and Interventions
 - Describe how the system can be used outside the context of the study.
 - Describe how each Constituency (from Power/Proximity analysis in Research Design) could use the system
- ◆ Practical Implications (Provide Solutions to Identified Problems)
- ◆ Revisit the Literature
 - Identify other theories that resemble or support the researcher’s findings

Additional Interpretative Techniques

- ◆ Compare Groups (Compare System of Different Constituencies or Comparison Groups)
 - Compare and contrast drivers to outcomes, loops and the overall placement of the affinities in the systems.
 - Compare and contrast the timbre of the individual's affinities to that of the composite.
- ◆ Individual System (Describe an Atypical and Typical Individual)
 - Discuss each affinity in the context of an individual interview.
 - Discuss each relationship in the context of an individual interview.
 - Describe links, building the model from left to right. Give examples (you can put theoretical quotes directly onto your SID) of each link.
 - Describe overall placement of the affinities in the systems.
 - Highlight and *name* any feedback loops. Give an example, in the manner just above, of how each loop works; in particular, how it can *implode* or go negative. Describe way(s) to escape from a negative feedback loop.
 - Zoom out by substituting the feedback loop names for the affinities comprising the loops, working from right (outcomes) to left (drivers).
 - *Exercise the model* by describing the individual's path through the system.
 - Describe the overall valence (hot to cold, positive to negative, bad to good, pleasant to unpleasant, lots of variation, little variation) of each affinity. Analyze the individual interview based on valence and quotes.
 - In the individual SID, identify the affinity, which, if its valence becomes negative enough, will likely lead to a decision to abandon the doctoral program. (This step is particular to our case study.)

APPENDIX B: FOCUS GROUP COMBINED CARDS AND AFFINITIES

The Undergraduate Experience Focus Group Combined Cards

Housing		
◆ A strange community	◆ Dorms	◆ Old person home
◆ Affordable	◆ Dorms	◆ On campus
◆ All owned by university	◆ Dorms ranked high nationally	◆ On campus for 3 years
◆ Always noisy	◆ Dorms were small	◆ Party time!
◆ Apartment	◆ Expensive	◆ Pranks
◆ Apartment	◆ Expensive	◆ Random roommates
◆ Apartment	◆ Fire alarms	◆ Room mates
◆ Apartments	◆ Friends	◆ Roommates
◆ Athlete and nerd dorm	◆ Friends	◆ Roommates
◆ Awesome	◆ Friends in nearby units	◆ Rules
◆ Balconies	◆ Full apartment	◆ Shared bathrooms
◆ Beer can dorm	◆ Fun	◆ Shared space/tight quarters
◆ Broke	◆ Fun	◆ Single family
◆ Brownstone	◆ Furnished with basics	◆ Small
◆ Cafeteria	◆ Gaming	◆ Small apartment
◆ Clichés; pets.	◆ Great roommates	◆ Smelly
◆ Close to school	◆ Gross food	◆ Social development
◆ Connected to campus, isolated from community	◆ Lived with my brothers away from parent.	◆ Social status
◆ Cool places to live	◆ Long Commute.	◆ Special handicap dorm
◆ Cramped space	◆ Lots of roommates	◆ Student housing
◆ Crappy	◆ Loud	◆ Student neighborhoods
◆ Crowded	◆ Loud	◆ Suites
◆ Crowded	◆ Loud	◆ Terrible roommates
◆ Day to day	◆ Mobile homes	◆ Tiny
◆ Dealing with neighbor issues	◆ More privacy in apartments	◆ Transportation available
◆ Difficult parking for guests	◆ Moving expenses.	◆ Type of person
◆ Dorm	◆ Needed more personal space in dorms	◆ University owned houses in Junior and Senior years around campus
◆ Dorm	◆ No privacy	◆ Video game marathon
◆ Dorm and off campus apartment	◆ Off campus not as affordable	◆ Wild personality differences
◆ Dorm felt more connected to campus	◆ Old apartments	◆ Wish I could've dormed.
◆ Dorm living	◆ Old couches	
◆ Dorms	◆ Old houses	

Life Management

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| <ul style="list-style-type: none"> ◆ A lot of confusion ◆ AIM (AOL Instant Messaging) ◆ All-nighters ◆ Art events with student prices i.e. \$10 tickets to Opera ◆ Balance between work and fun ◆ Balancing “student” and “athlete.” ◆ Balancing extracurriculars ◆ Brothers ◆ Caffeine ◆ Change ◆ Cheap stuff ◆ Class priorities ◆ Cramming ◆ Cross country ◆ Day to day ◆ Day to day planner ◆ Difficult. ◆ Exercise and fitness at the Student Recreation Center ◆ Financial stress ◆ Free time to participate in extra curricula activities ◆ Free time to study ◆ Freedom ◆ Full schedule with school and work ◆ Fun times with buddies ◆ Fun times, not studying ◆ Going out ◆ Going to basketball games ◆ Hanging out at friends’ houses on campus | <ul style="list-style-type: none"> ◆ Having job helped manage time better ◆ High expectations Homework ◆ I got more serious after because I became a mom. ◆ I was procrastinator, but I liked pressure. ◆ Ignorant bad decisions ◆ Jimmy Johns AKA J2 ◆ Joly Cola ◆ Lack of ◆ Lack of time ◆ Lacking ◆ Last minutes ◆ Late night homework ◆ Late night pizza ◆ Library ◆ Lots of activities ◆ Lots of bar trips ◆ Lots of homework and studying ◆ Lots of stress with school ◆ Lunch and rest in middle of day ◆ Meal plans were great! ◆ Napping ◆ Night owl ◆ No 8:00 a.m. classes ◆ No goals ◆ No responsibility. ◆ Non-existent ◆ Open office help from professors ◆ Palm III PDA ◆ Poor perspective on things ◆ Poor priorities | <ul style="list-style-type: none"> ◆ Pre-gaming Preferred morning classes ◆ Procrastination ◆ Procrastination on school work ◆ Reckless ◆ Reckless ◆ Scheduled ultimate practices in evenings ◆ Scheduling classes close together ◆ Scheduling group projects ◆ Student Government Association activities ◆ Studying ◆ Studying in late afternoons and at night ◆ Studying took discipline ◆ Thirsty Thursdays ◆ Time wasters ◆ Time with friends ◆ Tons of free time ◆ Track ◆ Travel on weekends with ultimate tournaments ◆ Traveling to meets ◆ Unhealthy foods ◆ Very scheduled ◆ Video games ◆ Weekend gaming ◆ Writing all night |
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Academic Life

◆ Academic growth	◆ History	◆ Reading
◆ Analysis	◆ Honors program with interdisciplinary classes	◆ Relied on writing skills to excel/very good at papers
◆ At least 18 credits a semester	◆ I was a good student.	◆ Religion
◆ Balancing with extracurriculars	◆ Inappropriate teachers	◆ Scanning
◆ Biology was the most difficult class ever	◆ Interesting stuff to learn	◆ Scholarships
◆ Challenging	◆ Lab hours spent in computer labs	◆ Serious
◆ Coming from a small town I had to learn to navigate the library	◆ Lack of goals	◆ Shakespeare was an unexpectedly interesting class
◆ Computers	◆ Late night reading	◆ Shock & awe
◆ Core classes could be boring	◆ Learned from failures	◆ Smaller major classes were preferred
◆ Cramming	◆ Learning to take exams	◆ Sometimes chose the grade over "learning"
◆ Did not focus very well on "unimportant" classes	◆ Lectures	◆ Struggle studying
◆ Didn't socialize much	◆ Lots of reading and studying required	◆ Studied enough to get A's
◆ Dr. Foster	◆ Major classes were interesting	◆ Study abroad
◆ Dr. Langley	◆ Making new friends	◆ Study as little as possible
◆ Drunk teachers	◆ Making outlines	◆ Study groups
◆ Economics	◆ More discipline for class assignments	◆ Study groups were useful
◆ Focused on what I had to do.	◆ New library	◆ Studying
◆ Freshmen with non-major classes	◆ No focus or directions	◆ Success.
◆ Frustrating	◆ Not disciplined enough	◆ Talking to professors
◆ Fun	◆ Not mature.	◆ Tell me when I need to know for the test
◆ Gay rights	◆ Old library	◆ Time spent reviewing materials with professors
◆ Great grades	◆ Opened my mind	◆ Time studying at school
◆ Group projects and more group projects	◆ Paper writing	◆ Time studying while at home
◆ Hard time balancing work, friends, school	◆ Paper writing and discussion classes	◆ Took anything I thought was interesting
◆ Hate studying	◆ Perfection	◆ Women's rights
◆ High culture (Humanities, Philosophy, Latin)	◆ Political Science focused	
	◆ Procrastinating on writing papers	

Social Life

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| <ul style="list-style-type: none"> ◆ Activities planned around free food ◆ After school year trip to Florida with ½ undergrad students ◆ Apartment parties ◆ Bar ◆ Basketball ◆ Basketball at convocation ◆ Basketball at rec. ◆ Best time period of my life ◆ Campus activities ◆ Choir friends ◆ Classes were great for making friends to hang out with after class ◆ Conservative ◆ Cooking for others ◆ Crash frat party ◆ Cross country and track ◆ Dancing ◆ Dancing ◆ Dating ◆ Dorm friends ◆ Downtown Athens ◆ Drink and party ◆ Drinking games ◆ Dungeons and Dragons ◆ Flag football ◆ Football games ◆ Friends ◆ Friends for life ◆ Friends groups set during Freshman year ◆ Friends through campus jobs ◆ Friends through organized activities, like sports or extracurriculars | <ul style="list-style-type: none"> ◆ Girlfriends ◆ Golfing with friends ◆ Great ◆ Great, life-long friends ◆ He was my life. ◆ Knee surgery ◆ Learned new cultures ◆ Lost ◆ Lots of random friends, one core group of friends ◆ Lots of social activities outdoors and up in the mountains ◆ Love ◆ Lunch hangouts at cafeteria ◆ Made friends through common interests ◆ Many friends ◆ McGillicuddies Murphys Cuffs ◆ Micheala and Heidi ◆ Monday night smackdown ◆ More important about parties and non-school issues ◆ Most socialization with ultimate team/friend ◆ Movie nights ◆ My first two years of school, didn't party at all because of strict parents. ◆ New experiences ◆ Not much overlap between friend cohorts ◆ Not one party. ◆ Parties ◆ Parties ◆ Parties at random places ◆ Pregaming | <ul style="list-style-type: none"> ◆ Primarily through students organizations like the Student Government Association ◆ Reckless at times ◆ Several groups of friends ◆ Short ◆ Singing ◆ Sitting on porches visiting ◆ Socialized during day but did devote study time ◆ Some best friends from high school ◆ Some intramural sports ◆ Sports in general ◆ Students all housed together ◆ The Chatter House ◆ Theme parties ◆ Then I became a mom. ◆ Track and cross-country ◆ Up all night sleep all day ◆ Very few but often interesting nights at bars ◆ Very friendly campus ◆ Very social on weekends ◆ Video games ◆ Video gaming ◆ Wild ◆ Xbox with friends |
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Relationships

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| <ul style="list-style-type: none"> ◆ Addict ◆ Advisors ◆ Alcoholic ◆ At the time, those relationships seemed way more important than they really were (girlfriends) ◆ Best friend ◆ Best friends made on cross country team ◆ Betrayal ◆ Brother roommate ◆ Career ◆ Classmates ◆ Developed positive relationships with some professors ◆ Devoted too much time to couple "serious" relationships ◆ Difficult ◆ Difficult roommate relationships ◆ Distance ◆ Dorm floor friends ◆ Easy to get along with people ◆ Easy to meet new people ◆ Few friends very close ◆ Few lifelong friends ◆ First love ◆ First time away from family ◆ Found out who "I" was ◆ Friends ◆ Friends from hometown. ◆ Friends that I do not see anymore ◆ Friends with roommate before living together ◆ Fun ◆ Fun and casual ◆ Fund good ones | <ul style="list-style-type: none"> ◆ Girlfriends/friends good excuse to socialize ◆ Great friends that still keep in touch with me ◆ Grief ◆ Growth ◆ Had core group of friends and then had friends that come and go. ◆ Healthy ◆ I had good moral support throughout. ◆ I had stable friends. ◆ Interdependence ◆ Just the two of us (the song) ◆ Laughter ◆ Learned a lot from peers with different backgrounds ◆ Learned who real friends were ◆ Lifelong friends ◆ Long distance ◆ Loss ◆ Love ◆ Made several friends that I will keep in touch with ◆ Many relationships from college and high school ◆ Met boyfriend- now husband on cross country team ◆ Met my future wife ◆ Met people who helped me with relationship with God. ◆ Met strong group of friends in college ◆ Miss them ◆ Need based ◆ Niece I helped watch first year of school | <ul style="list-style-type: none"> ◆ Not close with roommate, former friend often moved out ◆ Okay friends with many people ◆ People were welcoming and accepting ◆ Perfect score ◆ Permanence ◆ Politics chats with professors ◆ Professors ◆ Ready to go to social events ◆ Relationship with parents changed ◆ Relationships from high school seemed less relevant ◆ Relationships were good. ◆ Relationships with co-workers made job fun ◆ relaxed, easy-going ◆ Roommate double date ◆ Roommate=best friend from college ◆ Schizophrenia ◆ School not important ◆ Short and shallow ◆ Sisters I lived with first year of school ◆ Some too short ◆ Too trusting ◆ Twins ◆ Unhealthy ◆ Very difficult breakups ◆ Working hard |
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Emotions

◆ Accomplishment	◆ Frustration	◆ New start
◆ Anger at roommates	◆ Grew up emotionally in school	◆ Nostalgia
◆ Anxiety	◆ Growing up Growth	◆ Not homesick
◆ Anxious	◆ Happiness	◆ Not much middle-ground
◆ Anxious to receive grades at semester	◆ Happiness	◆ Proud
◆ Becoming responsible	◆ Happiness with friends who shared my interests	◆ Proved I was on my own and didn't follow high school friends
◆ Beginning of Senior year=nervous about the future	◆ Happy	◆ Relaxed
◆ Confused	◆ Happy	◆ Relief
◆ Confusion	◆ Homesick	◆ Sad to leave home
◆ Delusional	◆ Independence=happiness	◆ Scared
◆ Depressed	◆ Independent	◆ Services available for those having a hard time
◆ Development	◆ Injured	◆ Stress of a new, very large campus
◆ End of Senior year=nostalgic	◆ Joy	◆ Stressed when graduating
◆ Excited	◆ Lack of direction	◆ Stressed with classes
◆ Excited	◆ Learning how to deal	◆ Stressed with school work
◆ Exhausted	◆ Lots of questions	◆ Uncertain
◆ Extremes	◆ Lots stress because of study and being a new mom.	◆ Uncertainty
◆ Failure	◆ Meeting new people=fun	◆ Unstable
◆ Feel smart	◆ Missed home/friends	◆ Unsure of wants
◆ Feeling of accomplishment	◆ Freshmen year	◆ Up and down
◆ Fit in	◆ Missing my "home"	◆ Very lonely at beginning
◆ Friends made at school/outside activities made "new life."	◆ Mostly happy	◆ Very moody
◆ Friendship	◆ Nervous	

The Using Social Experience Focus Group Combined Cards

Social Media Technologies		
<ul style="list-style-type: none"> ◆ Access using tablet and iPhone ◆ Challenging my mind ◆ Communicate back and forth ◆ Communicate with friends ◆ Communicating with distant friends/maintaining relationships ◆ Connect to businesses through GroupOn ◆ Connect with family that lives long distance ◆ Connect with high school friends ◆ Craft ideas ◆ Do not use Facebook ◆ Enjoying media with friends ◆ Facebook ◆ Facebook ◆ Facebook → browse news feed, view lots of pictures ◆ Facebook monthly keep contact with family and friends ◆ Facebook to keep up with friends and family ◆ Facebook used frequently but not actively- more passive behavior ◆ Family ◆ Finding out what old acquaintances are up to ◆ Follow personal interests ◆ Frequently use Facebook ◆ Friends ◆ G-mail ◆ Get a laugh or post funny things ◆ Getting information from the world ◆ Gmail ◆ Google+/GChat for hanging out many times a day 	<ul style="list-style-type: none"> ◆ Group On ◆ GroupOn ◆ GroupOn for discounts ◆ GroupOn to do new things in San Antonio ◆ Have Facebook and Twitter accounts but rarely use them ◆ Health issues ◆ Hobbies ◆ I use Facebook and LinkedIn mostly. ◆ I-Chat to talk to family and friends ◆ Interacting with people I do not know ◆ Keep in touch with distant (geographic) friends ◆ Keep in touch with Facebook ◆ Keep up with friends and family ◆ Keeping up with friends ◆ Learn about different topics ◆ Learn about who's getting married ◆ Limit amount to keep in touch with old friends ◆ Limited personal use of social media – private person ◆ LinkedIn ◆ LinkedIn for coordinating with peers ◆ Look at photos ◆ match.com met my wife ◆ Myfamily.com for family communication ◆ News ◆ No smart phone access ◆ Not much ◆ Online shopping and reviews ◆ Only use Facebook 	<ul style="list-style-type: none"> ◆ Rarely consume social media on desktop computer ◆ Re-connect with friends from high school or college ◆ Read others' experience on financial questions/discussions ◆ Read the news ◆ Receive updates on friends ◆ Relaying information to the world ◆ Share ◆ Share interesting articles and things ◆ Share pictures of trips ◆ Skype for communicating with friends and family weekly ◆ Star Wars Old Republic ◆ Steam gaming service daily for hanging out with friends ◆ Talk to family ◆ Text messages ◆ Text messages ◆ Texting ◆ Trz.com ◆ Twitter to keep up with regular tweets from family ◆ Update on children's school ◆ Updates for cultural events ◆ Use Facebook if direct contact is needed with someone you have not kept up with ◆ Use LinkedIn quite a bit for work ◆ Use Twitter to know news ◆ Yahoo.com

Communication/Social Interaction

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| <ul style="list-style-type: none"> ◆ Aggregate interesting materials (articles, etc.) ◆ Also have participated in weight loss challenges with people online. ◆ Although I have social media account, I'm not really active in it. ◆ Big accomplishments ◆ Big life events- marriage, birth of children, divorce ◆ Birth of cousin texted and fare booked. ◆ Breaking news ◆ Building relationships ◆ Do not post personal information ◆ Do not use Facebook ◆ Every once in a while review news feeds. ◆ Exchange direct communication very infrequently ◆ Family photos are good with kids ◆ Fun use of steam ◆ G-mail ◆ Get offers through social media ◆ Good/bad news from family/friends ◆ I do not know how to read Twitter ◆ I do not like seeing other people's kids all the time | <ul style="list-style-type: none"> ◆ I do not like seeing pregnant bellies ◆ I get some news from social media ◆ I never communicate through social media ◆ I stay even more connected with family and friends, I get to see pictures and important events. ◆ I use social media to look people up sometimes ◆ Keep informed with close friends ◆ Keep up with family ◆ Keep up with family news ◆ Keeping up with friends ◆ Keeping up with friends and family ◆ Life stories are great ◆ Like Twitter because of short funny observations it allows – forum for comedians ◆ Listen to music ◆ Listen to podcasts ◆ Looking at friends' photos ◆ My experiences have been very positive. ◆ Not enough time ◆ Other people's career trajectory ◆ People's crafty projects → unnecessarily feeling inadequate ◆ People's dinner ◆ Political thoughts/ideas | <ul style="list-style-type: none"> ◆ Postcards amazing ◆ Pregnancy news ◆ Read news ◆ Read people's random thoughts on Facebook ◆ Sports news ◆ Talk to family that lives all over the country to coordinate visits ◆ Talk to people from high school and college that I would not talk to otherwise ◆ Text messages ◆ Tired of seeing some people/stories ◆ TMI on Facebook ◆ Too much information ◆ Too much junk (i.e. online social games) ◆ Too much political blather on Facebook ◆ Twitter used to read interesting articles ◆ Use it to stay connected. ◆ Use social media to observe ◆ Worried/intrigued so much information is shared |
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Entertainment

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| <ul style="list-style-type: none"> ◆ Book reviews ◆ Can't stand it when people post motivational things ◆ Communicating with immediate family through Skype ◆ Coordinate pen and paper games through Google+/GChat ◆ Download movies ◆ Following comedians on Twitter ◆ I use Twitter for sports updates ◆ Learn about news/games/movies/books ◆ Like page on Facebook of interest for updates ◆ Listen to interesting news stories through podcasts ◆ Listen to music ◆ Look at photos ◆ Look at photos | <ul style="list-style-type: none"> ◆ Memes ◆ Movie reviews ◆ Netflix suggests based on my previous choices ◆ Netflix/Hulu ◆ On-line games ◆ Pandora, iTunes ◆ Photo blogs ◆ Play video games with friends ◆ Playing games with friends on steam ◆ Preview of new movies ◆ Read articles from The Onion people send me ◆ Read blogs related to my interests ◆ Read newspaper online ◆ Read various stories on yahoo for fun ◆ Review updates on Facebook every once in long while | <ul style="list-style-type: none"> ◆ See people's games/songs/books/movies posted on Facebook news feed ◆ Skype with family/friends ◆ Sometimes I get coupon offers through Facebook ◆ Stay updated with news and events ◆ Too many hours looking at other people's photos ◆ Topical forums ◆ Trolling, obnoxious Facebook people ◆ Videos, e-cards, crossword puzzles online ◆ Watch videos people send ◆ You Tube Videos |
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News/Information

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| <ul style="list-style-type: none"> ◆ Basic news Yahoo ◆ BBC, MSNBC, Al Jazeera ◆ Board game news through BGG network ◆ Breaking news ◆ Check weather ◆ Discovered Bin Laden death via Facebook news feed ◆ Excited about friends update ◆ Facebook- following pages with information I like- mostly restaurants and community events ◆ Forums help solve problems (usually with technology) ◆ Friends' opinions on news ◆ Funny videos through YouTube ◆ Gaming news through steam ◆ Hear about deaths of friends and celebrities ◆ How-To aides ◆ I also use my smart phone to access CNN ◆ I find out about events very quickly on Facebook because people post reactions of news immediately and I get the notice straight to my cell phone ◆ I got lots of news and information through Twitter ◆ Incorrect news ◆ Information directly from a source ◆ Information on very specific topics | <ul style="list-style-type: none"> ◆ Interesting Twitter accounts ◆ Know more about friends than I want to know ◆ Look at local news websites for weather and traffic ◆ Most news through online news sites like MSN ◆ News and political updates ◆ News highlighted by individuals shows people's preferences/bias ◆ News through internet and television ◆ News websites Fox and CNN ◆ Occasionally got news and updates through Facebook ◆ Outreach with more friends out of States ◆ People email articles or videos to me and I email articles for other people ◆ People post actual news stories ◆ People post on news events- found out Michael Jackson died on Facebook ◆ Pew Research Center and other general studies ◆ Popular news stories. ◆ Read blogs related to current events or topics I'm interested in. during election time, read others' political opinions ◆ Read people's links to news stories that are posted ◆ Read the same story at multiple outlets to get through the spin | <ul style="list-style-type: none"> ◆ Relevant articles people send me ◆ School shootings heard about first on Facebook ◆ Smart phone to aggregate information sources via apps ◆ Social media news allows to know a little going on without time required to invest much ◆ To be knowledgeable of what's going on in San Antonio ◆ To keep up with political news ◆ To keep up with random celebrity news ◆ To keep up with sports scores ◆ To keep up with Spurs trades and news ◆ Twitter for various news entities ◆ Twitter give wide range of stories without investing much to learn more ◆ Videos and article links from Facebook ◆ Whatever is on Facebook for news is what I see however I do not actively look for ◆ Word of mouth from people that use Facebook |
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Privacy

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| <ul style="list-style-type: none"> ◆ A pool of information about me/others that we're willing to share but I do not share much ◆ Becoming more hesitant to include private information (even photos) as use of that information by advertisers and others has increased ◆ Carefully filter Facebook and LinkedIn posts due to privacy issue ◆ Cell phones equipped for most social media sites ◆ Complicated ruler ◆ Concern ◆ Concerned of part content that could affect me ◆ Concerned with children online ◆ Conflict between desire to share and desire to avoid information being exploited ◆ Creates relationship issues (Privacy vs. transparency in the relationship) ◆ Default settings try to disclose settings try to disclose everything- less privacy ◆ Do not post private information ◆ Do not like others always knowing everything about my life ◆ Do not use Facebook's apps due to privacy issues ◆ Etiavelbe is still in formation ◆ Feel I have too many "friends" but difficult to call list ◆ General population seems to be less concerned with privacy ◆ Hard to set up ◆ Have no issues ◆ Have not pursued candidates for hire because of social media posting | <ul style="list-style-type: none"> ◆ Have to have more security added by another; it's ok ◆ High privacy settings are important to me. I do not like being friends with bosses ◆ I am more conscious of what I say online because I do not know who will see it ◆ I do not "like" many people on Facebook ◆ I do not like it when I hear that pictures of me have shown up on Facebook ◆ I have limited use of social media because I am not very public ◆ I hide more now ◆ I only keep those that I trust ◆ It was good up until family members would talk to my parents of things I post. They would be upset at me because they are against Facebook and feel my life should stay private. ◆ It's helpful. ◆ It's more limited now that I'm older ◆ It's needed ◆ Limit privacy intrusion ◆ Loss of privacy to some extent ◆ Media platforms work to release as much as possible rather than protecting anything ◆ Needs to be safer ◆ Newer generation will have different expectations of privacy as they have grown up using social media ◆ No issues with privacy ◆ Nothing goes away ◆ Older generations seemed more concerned about privacy | <ul style="list-style-type: none"> ◆ Once had a boss ask me about my Facebook status after that I do not post anything personal ◆ Online persona is less anonymous ◆ Others do not realize how much information can be seen (TMI) ◆ Others willingly throw away their private information ◆ Passwords required for logging into accounts ◆ Privacy includes who is your "friend" and how much I share with my social media world ◆ Small mistakes at young ages can have lasting consequences ◆ Social media have change rules so often, I just assume there is no privacy whatsoever ◆ Social media sites seem to do everything possible to limit your privacy ◆ someone should not post something if they do not want it shared ◆ the ability to share information moves faster than the ability to protect it ◆ the main reason I do not use Facebook is I feel it limits my privacy ◆ There are too many options ◆ Too much information shared ◆ Unique usernames required and usually tied to email ◆ Use smaller services that use avatars instead of real names. Intentionally mislead tracking systems ◆ Variance from site to site |
|---|---|--|

Social Media Relationships

- | | | |
|--|---|---|
| <ul style="list-style-type: none"> ◆ All coordinating of group activities with friends and brothers are done through social media ◆ Connections that would have been lost have been recovered ◆ Distant relationships are improved ◆ Easier for basic interaction i.e. Happy Birthday/Congrats ◆ Even acquaintances become more familiar ◆ Facilitates stronger connection with long distance family ◆ Faster building of relationships ◆ Few relationships directly maintained via social media ◆ Helps stay more connected since I moved away from home ◆ I do not use social media much to keep up relationships ◆ I like to know what some people are doing, but I do not want to talk to them ◆ I wish people would use a phone or email me and not send Facebook messages ◆ Keep up contact ◆ Keep up with friends from high school through Facebook ◆ Keep up with old friend son Facebook ◆ Keeping in touch with family | <ul style="list-style-type: none"> ◆ Kept up with teachers from high school through Facebook ◆ Learning things I didn't want to know ◆ Lots of random friends all over the world on Play Station Network ◆ Mainly read Facebook ◆ My relationships have improved because I stay connected with those that live far away. ◆ My relationships with close friends and family exist outside social media ◆ New friends through related likes on Facebook ◆ No thoughts ◆ Occasionally look up old friends on Facebook, but only to see pictures ◆ Only use Facebook ◆ Re-connect with people from past/childhood ◆ Reconnect with people I would not would not normally see ◆ Relationships are secondary ◆ Sharing of lives through photos ◆ Shortens interactions sometimes i.e. text instead of phone call ◆ Social media has made it easier to stay in contact with people I should/want to but do not usually communicate with (i.e., cousins, aunts and uncles) | <ul style="list-style-type: none"> ◆ Social media makes it easier to keep in touch with people far away, but takes so much time ◆ Social media used to reach many people directly targeted ◆ Stay connected with family in another state ◆ Stay connected with friends who have moved away ◆ Strain on relationships ◆ Talk about music with friends from music heard on Pandora and iTunes ◆ The only person that I communicate with on Facebook are my family, closest friends and boyfriend ◆ The term "friend" is more widely-used and can be a verb ◆ There are people I am not particularly friends with but know a lot about because they post frequently- that is weird ◆ Use it very little ◆ Use social media 90% of time with family instead of phone (includes Skype as social media) ◆ Visualized friendship |
|--|---|---|

Social Media Emotions

◆ Anger	◆ Happy	◆ Need personal space
◆ Angers me with “mean” posts	◆ Happy its easier to stay connected	◆ Overwhelmed
◆ Annoyance with people who share too much	◆ Happy that it keeps some connections stronger than they would be	◆ Overwhelming with amount people share
◆ Annoying	◆ Huge improvement over pre-social media	◆ Reactions more subdued on social media because less is vested
◆ Confused	◆ I laugh at things others post frequently- even if they didn’t mean to be funny	◆ Sad because miss my family and friends
◆ Conservative with what is posted.	◆ I think social media is important, but not emotionally connected in any way.	◆ Sadness
◆ Disgust	◆ I think that social media makes me happy to stay connected.	◆ Shock
◆ Distrust big services like Facebook	◆ Increased awareness of how other people feel	◆ Social media is able to induce feelings of discontent or inadequacy when comparing your life to your peers
◆ Do not hate it	◆ Joy	◆ Sometimes discouraged by actions of others
◆ Emotions mostly to occupy boredom or interest to know what is happening in the world	◆ Laughter	◆ Surprise
◆ Emotions/perceptions reinformationrcecd by social media interactions	◆ LOL	◆ Surprised
◆ Envy	◆ Love coordinated gaming and gaming news.	◆ Upset
◆ Excitement to hear news from family/friends	◆ Makes me feel like too many people have unhealthy obsession with other people’s lives/competition.	
◆ Fearful of privacy issues	◆ Makes me nervous especially for children/teenagers	
◆ Frustrated when other people put me in their posts- tagging		
◆ Frustrating		
◆ Fun		
◆ Guilt/feeling stalkerish when I spend too much time on Facebook		

APPENDIX C: THEORETICAL CODING

The Undergraduate Experience

The Undergraduate Experience Pareto Protocol					
Affinity Pair Relationship	Frequency Sorted (Descending)	Cumulative Frequency	Cumulative Percent (Relation)	Cumulative Percent (Frequency)	Power
1 → 3	43	43	0.9	6.0	5.1
1 → 2	38	81	1.8	11.3	9.4
2 → 3	37	118	2.7	16.4	13.7
1 → 6	34	152	3.6	21.1	17.5
2 → 4	32	184	4.5	25.6	21.0
5 → 6	32	216	5.5	30.0	24.5
1 → 4	31	247	6.4	34.3	27.9
4 ← 5	30	277	7.3	38.5	31.2
4 → 6	29	306	8.2	42.5	34.3
2 ← 5	27	333	9.1	46.3	37.2
3 ← 4	26	359	10.0	49.9	39.9
3 ← 5	26	385	10.9	53.5	42.6
3 → 6	26	411	11.8	57.1	45.3
1 → 5	26	437	12.7	60.7	48.0
2 → 6	25	462	13.6	64.2	50.5
3 → 4	24	486	14.5	67.5	53.0
2 ← 6	24	510	15.5	70.8	55.4
2 → 5	23	533	16.4	74.0	57.7
3 ← 6	23	556	17.3	77.2	59.9
3 → 5	22	578	18.2	80.3	62.1
4 → 5	21	599	19.1	83.2	64.1
4 ← 6	20	619	20.0	86.0	66.0
5 ← 6	19	638	20.9	88.6	67.7
1 ← 5	18	656	21.8	91.1	69.3
2 ← 4	18	674	22.7	93.6	70.9
1 ← 4	13	687	23.6	95.4	71.8
2 ← 3	13	700	24.5	97.2	72.7
1 ← 6	11	711	25.5	98.8	73.3
1 ← 2	8	719	26.4	99.9	73.5
1 ← 3	1	720	27.3	100.0	72.7
1 → 11	0	720	28.2	100.0	71.8
7 → 9	0	720	29.1	100.0	70.9
6 ← 10	0	720	30.0	100.0	70.0
7 → 11	0	720	30.9	100.0	69.1

3 ← 8	0	720	31.8	100.0	68.2
4 → 9	0	720	32.7	100.0	67.3
8 → 9	0	720	33.6	100.0	66.4
1 → 9	0	720	34.5	100.0	65.5
3 ← 7	0	720	35.5	100.0	64.5
5 ← 8	0	720	36.4	100.0	63.6
9 ← 10	0	720	37.3	100.0	62.7
2 → 9	0	720	38.2	100.0	61.8
6 ← 9	0	720	39.1	100.0	60.9
5 ← 7	0	720	40.0	100.0	60.0
1 → 8	0	720	40.9	100.0	59.1
5 → 9	0	720	41.8	100.0	58.2
2 ← 8	0	720	42.7	100.0	57.3
6 ← 8	0	720	43.6	100.0	56.4
7 → 8	0	720	44.5	100.0	55.5
4 → 11	0	720	45.5	100.0	54.5
4 ← 7	0	720	46.4	100.0	53.6
2 ← 10	0	720	47.3	100.0	52.7
4 ← 8	0	720	48.2	100.0	51.8
6 ← 7	0	720	49.1	100.0	50.9
7 → 10	0	720	50.0	100.0	50.0
8 → 11	0	720	50.9	100.0	49.1
6 ← 11	0	720	51.8	100.0	48.2
5 → 11	0	720	52.7	100.0	47.3
3 ← 9	0	720	53.6	100.0	46.4
5 ← 11	0	720	54.5	100.0	45.5
3 ← 10	0	720	55.5	100.0	44.5
8 ← 10	0	720	56.4	100.0	43.6
4 → 8	0	720	57.3	100.0	42.7
8 → 10	0	720	58.2	100.0	41.8
2 ← 7	0	720	59.1	100.0	40.9
8 ← 11	0	720	60.0	100.0	40.0
7 ← 10	0	720	60.9	100.0	39.1
5 → 8	0	720	61.8	100.0	38.2
7 ← 8	0	720	62.7	100.0	37.3
5 ← 10	0	720	63.6	100.0	36.4
4 ← 10	0	720	64.5	100.0	35.5
4 → 10	0	720	65.5	100.0	34.5
2 → 11	0	720	66.4	100.0	33.6
2 → 7	0	720	67.3	100.0	32.7

10 → 11	0	720	68.2	100.0	31.8
3 → 9	0	720	69.1	100.0	30.9
6 → 8	0	720	70.0	100.0	30.0
9 → 11	0	720	70.9	100.0	29.1
4 → 7	0	720	71.8	100.0	28.2
5 ← 9	0	720	72.7	100.0	27.3
5 → 10	0	720	73.6	100.0	26.4
2 → 8	0	720	74.5	100.0	25.5
2 ← 9	0	720	75.5	100.0	24.5
4 ← 11	0	720	76.4	100.0	23.6
9 ← 11	0	720	77.3	100.0	22.7
6 → 9	0	720	78.2	100.0	21.8
6 → 11	0	720	79.1	100.0	20.9
2 ← 11	0	720	80.0	100.0	20.0
4 ← 9	0	720	80.9	100.0	19.1
3 → 10	0	720	81.8	100.0	18.2
1 → 10	0	720	82.7	100.0	17.3
3 → 8	0	720	83.6	100.0	16.4
10 ← 11	0	720	84.5	100.0	15.5
7 ← 11	0	720	85.5	100.0	14.5
2 → 10	0	720	86.4	100.0	13.6
5 → 7	0	720	87.3	100.0	12.7
3 ← 11	0	720	88.2	100.0	11.8
1 → 7	0	720	89.1	100.0	10.9
1 ← 8	0	720	90.0	100.0	10.0
8 ← 9	0	720	90.9	100.0	9.1
3 → 7	0	720	91.8	100.0	8.2
6 → 7	0	720	92.7	100.0	7.3
3 → 11	0	720	93.6	100.0	6.4
7 ← 9	0	720	94.5	100.0	5.5
9 → 10	0	720	95.5	100.0	4.5
1 ← 10	0	720	96.4	100.0	3.6
1 ← 7	0	720	97.3	100.0	2.7
6 → 10	0	720	98.2	100.0	1.8
1 ← 11	0	720	99.1	100.0	0.9
1 ← 9	0	720	100.0	100.0	0.0
Total Frequency	720	Equal Total Frequency	Equals 100%	Equals 100%	Power = E-D

The Using Social Media Experience

The Using Social Experience Pareto Protocol					
Affinity Pair Relationship	Frequency Sorted (Descending)	Cumulative Frequency	Cumulative Percent (Relation)	Cumulative Percent (Frequency)	Power
7 → 9	36	36	0.9	4.0	3.1
6 ← 10	35	71	1.8	7.9	6.1
7 → 11	33	104	2.7	11.6	8.9
8 → 9	32	136	3.6	15.1	11.5
5 → 6	32	168	4.5	18.7	14.2
5 ← 8	30	198	5.5	22.0	16.6
9 ← 10	30	228	6.4	25.4	19.0
6 ← 9	29	257	7.3	28.6	21.3
5 ← 7	29	286	8.2	31.8	23.7
5 → 9	28	314	9.1	35.0	25.9
6 ← 8	28	342	10.0	38.1	28.1
7 → 8	27	369	10.9	41.1	30.2
6 ← 7	25	394	11.8	43.9	32.1
7 → 10	24	418	12.7	46.5	33.8
8 → 11	24	442	13.6	49.2	35.6
6 ← 11	24	466	14.5	51.9	37.3
5 → 11	24	490	15.5	54.6	39.1
5 ← 11	22	512	16.4	57.0	40.7
8 ← 10	22	534	17.3	59.5	42.2
8 → 10	21	555	18.2	61.8	43.6
8 ← 11	21	576	19.1	64.1	45.1
7 ← 10	21	597	20.0	66.5	46.5
5 → 8	20	617	20.9	68.7	47.8
7 ← 8	20	637	21.8	70.9	49.1
5 ← 10	20	657	22.7	73.2	50.4
5 ← 6	19	676	23.6	75.3	51.6
10 → 11	19	695	24.5	77.4	52.8
6 → 8	18	713	25.5	79.4	53.9
9 → 11	18	731	26.4	81.4	55.0
5 ← 9	18	749	27.3	83.4	56.1
5 → 10	17	766	28.2	85.3	57.1
9 ← 11	17	783	29.1	87.2	58.1
6 → 9	16	799	30.0	89.0	59.0
6 → 11	16	815	30.9	90.8	59.8

10 \leftarrow 11	14	829	31.8	92.3	60.5
7 \leftarrow 11	14	843	32.7	93.9	61.1
5 \rightarrow 7	12	855	33.6	95.2	61.6
8 \leftarrow 9	11	866	34.5	96.4	61.9
6 \rightarrow 7	10	876	35.5	97.6	62.1
7 \leftarrow 9	9	885	36.4	98.6	62.2
9 \rightarrow 10	7	892	37.3	99.3	62.1
6 \rightarrow 10	6	898	38.2	100.0	61.8
1 \rightarrow 3	0	898	39.1	100.0	60.9
1 \rightarrow 11	0	898	40.0	100.0	60.0
1 \rightarrow 2	0	898	40.9	100.0	59.1
2 \rightarrow 3	0	898	41.8	100.0	58.2
1 \rightarrow 6	0	898	42.7	100.0	57.3
3 \leftarrow 8	0	898	43.6	100.0	56.4
4 \rightarrow 9	0	898	44.5	100.0	55.5
2 \rightarrow 4	0	898	45.5	100.0	54.5
1 \rightarrow 4	0	898	46.4	100.0	53.6
1 \rightarrow 9	0	898	47.3	100.0	52.7
3 \leftarrow 7	0	898	48.2	100.0	51.8
4 \leftarrow 5	0	898	49.1	100.0	50.9
2 \rightarrow 9	0	898	50.0	100.0	50.0
4 \rightarrow 6	0	898	50.9	100.0	49.1
1 \rightarrow 8	0	898	51.8	100.0	48.2
2 \leftarrow 8	0	898	52.7	100.0	47.3
2 \leftarrow 5	0	898	53.6	100.0	46.4
3 \leftarrow 4	0	898	54.5	100.0	45.5
3 \leftarrow 5	0	898	55.5	100.0	44.5
3 \rightarrow 6	0	898	56.4	100.0	43.6
4 \rightarrow 11	0	898	57.3	100.0	42.7
4 \leftarrow 7	0	898	58.2	100.0	41.8
1 \rightarrow 5	0	898	59.1	100.0	40.9
2 \leftarrow 10	0	898	60.0	100.0	40.0
4 \leftarrow 8	0	898	60.9	100.0	39.1
2 \rightarrow 6	0	898	61.8	100.0	38.2
3 \rightarrow 4	0	898	62.7	100.0	37.3
2 \leftarrow 6	0	898	63.6	100.0	36.4
2 \rightarrow 5	0	898	64.5	100.0	35.5
3 \leftarrow 6	0	898	65.5	100.0	34.5
3 \rightarrow 5	0	898	66.4	100.0	33.6
3 \leftarrow 9	0	898	67.3	100.0	32.7

3 ← 10	0	898	68.2	100.0	31.8
4 → 8	0	898	69.1	100.0	30.9
4 → 5	0	898	70.0	100.0	30.0
2 ← 7	0	898	70.9	100.0	29.1
4 ← 6	0	898	71.8	100.0	28.2
4 ← 10	0	898	72.7	100.0	27.3
4 → 10	0	898	73.6	100.0	26.4
2 → 11	0	898	74.5	100.0	25.5
2 → 7	0	898	75.5	100.0	24.5
3 → 9	0	898	76.4	100.0	23.6
1 ← 5	0	898	77.3	100.0	22.7
2 ← 4	0	898	78.2	100.0	21.8
4 → 7	0	898	79.1	100.0	20.9
2 → 8	0	898	80.0	100.0	20.0
2 ← 9	0	898	80.9	100.0	19.1
4 ← 11	0	898	81.8	100.0	18.2
2 ← 11	0	898	82.7	100.0	17.3
4 ← 9	0	898	83.6	100.0	16.4
3 → 10	0	898	84.5	100.0	15.5
1 → 10	0	898	85.5	100.0	14.5
3 → 8	0	898	86.4	100.0	13.6
1 ← 4	0	898	87.3	100.0	12.7
2 ← 3	0	898	88.2	100.0	11.8
2 → 10	0	898	89.1	100.0	10.9
3 ← 11	0	898	90.0	100.0	10.0
1 → 7	0	898	90.9	100.0	9.1
1 ← 8	0	898	91.8	100.0	8.2
1 ← 6	0	898	92.7	100.0	7.3
3 → 7	0	898	93.6	100.0	6.4
3 → 11	0	898	94.5	100.0	5.5
1 ← 2	0	898	95.5	100.0	4.5
1 ← 10	0	898	96.4	100.0	3.6
1 ← 7	0	898	97.3	100.0	2.7
1 ← 11	0	898	98.2	100.0	1.8
1 ← 9	0	898	99.1	100.0	0.9
1 ← 3	0	898	100.0	100.0	0.0
Total Frequency	720	Equal Total Frequency	Equals 100%	Equals 100%	Power = E-D

The Undergraduate Experience & The Using Social Media Experience

The Using Social Experience Pareto Protocol					
Affinity Pair Relationship	Frequency Sorted (Descending)	Cumulative Frequency	Cumulative Percent (Relation)	Cumulative Percent (Frequency)	Power
1 → 3	43	43	0.9	1.8	0.9
1 → 11	39	82	1.8	3.5	1.7
1 → 2	38	120	2.7	5.1	2.4
2 → 3	37	157	3.6	6.7	3.1
7 → 9	36	193	4.5	8.3	3.7
6 ← 10	35	228	5.5	9.8	4.3
1 → 6	34	262	6.4	11.2	4.9
7 → 11	33	295	7.3	12.6	5.4
3 ← 8	33	328	8.2	14.0	5.9
4 → 9	32	360	9.1	15.4	6.3
8 → 9	32	392	10.0	16.8	6.8
2 → 4	32	424	10.9	18.2	7.2
5 → 6	32	456	11.8	19.5	7.7
1 → 4	31	487	12.7	20.9	8.1
1 → 9	30	517	13.6	22.1	8.5
3 ← 7	30	547	14.5	23.4	8.9
5 ← 8	30	577	15.5	24.7	9.3
9 ← 10	30	607	16.4	26.0	9.6
4 ← 5	30	637	17.3	27.3	10.0
2 → 9	29	666	18.2	28.5	10.3
4 → 6	29	695	19.1	29.8	10.7
6 ← 9	29	724	20.0	31.0	11.0
5 ← 7	29	753	20.9	32.2	11.3
1 → 8	28	781	21.8	33.4	11.6
5 → 9	28	809	22.7	34.6	11.9
2 ← 8	28	837	23.6	35.8	12.2
6 ← 8	28	865	24.5	37.0	12.5
7 → 8	27	892	25.5	38.2	12.7
2 ← 5	27	919	26.4	39.4	13.0
3 ← 4	26	945	27.3	40.5	13.2
3 ← 5	26	971	28.2	41.6	13.4
3 → 6	26	997	29.1	42.7	13.6
4 → 11	26	1023	30.0	43.8	13.8

4 ← 7	26	1049	30.9	44.9	14.0
1 → 5	26	1075	31.8	46.0	14.2
2 ← 10	26	1101	32.7	47.2	14.4
4 ← 8	26	1127	33.6	48.3	14.6
2 → 6	25	1152	34.5	49.3	14.8
6 ← 7	25	1177	35.5	50.4	15.0
7 → 10	24	1201	36.4	51.4	15.1
8 → 11	24	1225	37.3	52.5	15.2
6 ← 11	24	1249	38.2	53.5	15.3
3 → 4	24	1273	39.1	54.5	15.4
5 → 11	24	1297	40.0	55.5	15.5
2 ← 6	24	1321	40.9	56.6	15.7
2 → 5	23	1344	41.8	57.6	15.7
3 ← 6	23	1367	42.7	58.5	15.8
3 → 5	22	1389	43.6	59.5	15.8
3 ← 9	22	1411	44.5	60.4	15.9
5 ← 11	22	1433	45.5	61.4	15.9
3 ← 10	22	1455	46.4	62.3	15.9
8 ← 10	22	1477	47.3	63.3	16.0
4 → 8	21	1498	48.2	64.2	16.0
4 → 5	21	1519	49.1	65.1	16.0
8 → 10	21	1540	50.0	66.0	16.0
2 ← 7	21	1561	50.9	66.9	15.9
8 ← 11	21	1582	51.8	67.8	15.9
7 ← 10	21	1603	52.7	68.7	15.9
5 → 8	20	1623	53.6	69.5	15.9
4 ← 6	20	1643	54.5	70.4	15.8
7 ← 8	20	1663	55.5	71.2	15.8
5 ← 10	20	1683	56.4	72.1	15.7
4 ← 10	20	1703	57.3	72.9	15.7
4 → 10	19	1722	58.2	73.7	15.6
2 → 11	19	1741	59.1	74.6	15.5
5 ← 6	19	1760	60.0	75.4	15.4
2 → 7	19	1779	60.9	76.2	15.3
10 → 11	19	1798	61.8	77.0	15.2
3 → 9	18	1816	62.7	77.8	15.0
6 → 8	18	1834	63.6	78.5	14.9
9 → 11	18	1852	64.5	79.3	14.8
1 ← 5	18	1870	65.5	80.1	14.6
2 ← 4	18	1888	66.4	80.9	14.5

4 → 7	18	1906	67.3	81.6	14.4
5 ← 9	18	1924	68.2	82.4	14.2
5 → 10	17	1941	69.1	83.1	14.0
2 → 8	17	1958	70.0	83.9	13.9
2 ← 9	17	1975	70.9	84.6	13.7
4 ← 11	17	1992	71.8	85.3	13.5
9 ← 11	17	2009	72.7	86.0	13.3
6 → 9	16	2025	73.6	86.7	13.1
6 → 11	16	2041	74.5	87.4	12.9
2 ← 11	16	2057	75.5	88.1	12.6
4 ← 9	16	2073	76.4	88.8	12.4
3 → 10	15	2088	77.3	89.4	12.1
1 → 10	15	2103	78.2	90.1	11.9
3 → 8	14	2117	79.1	90.7	11.6
10 ← 11	14	2131	80.0	91.3	11.3
7 ← 11	14	2145	80.9	91.9	11.0
1 ← 4	13	2158	81.8	92.4	10.6
2 ← 3	13	2171	82.7	93.0	10.2
2 → 10	12	2183	83.6	93.5	9.9
5 → 7	12	2195	84.5	94.0	9.5
3 ← 11	12	2207	85.5	94.5	9.1
1 → 7	12	2219	86.4	95.0	8.7
1 ← 8	12	2231	87.3	95.5	8.3
8 ← 9	11	2242	88.2	96.0	7.8
1 ← 6	11	2253	89.1	96.5	7.4
3 → 7	10	2263	90.0	96.9	6.9
6 → 7	10	2273	90.9	97.3	6.4
3 → 11	9	2282	91.8	97.7	5.9
7 ← 9	9	2291	92.7	98.1	5.4
1 ← 2	8	2299	93.6	98.5	4.8
9 → 10	7	2306	94.5	98.8	4.2
1 ← 10	7	2313	95.5	99.1	3.6
1 ← 7	6	2319	96.4	99.3	3.0
6 → 10	6	2325	97.3	99.6	2.3
1 ← 11	5	2330	98.2	99.8	1.6
1 ← 9	4	2334	99.1	100.0	0.9
1 ← 3	1	2335	100.0	100.0	0.0
Total Frequency	720	Equal Total Frequency	Equals 100%	Equals 100%	Power = E-D

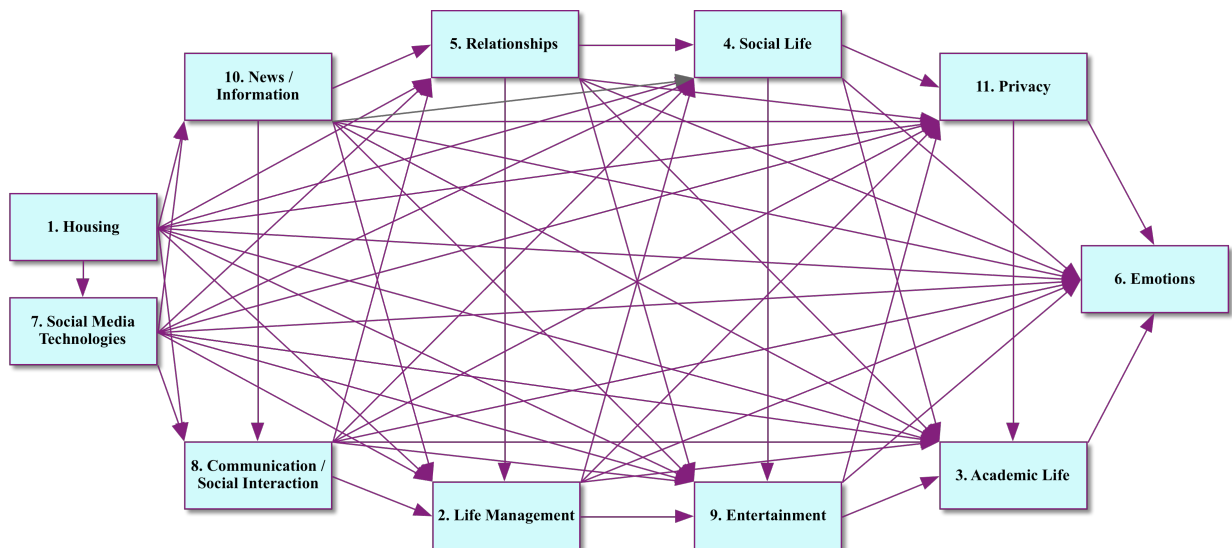
Affinity Relationship Table							
Affinity Pair Relationship		Affinity Pair Relationship		Affinity Pair Relationship		Affinity Pair Relationship	
1 → 2		2 ← 8		4 ← 8		7 → 8	
1 → 3		2 → 9		4 → 9		7 → 9	
1 → 4		2 ← 10		4 ← 10		7 → 10	
1 → 5		2 → 11		4 → 11		7 → 11	
1 → 6		3 ← 4		5 → 6		8 → 9	
1 → 7		3 ← 5		5 ← 7		8 ← 10	
1 → 8		3 → 6		5 ← 8		8 → 11	
1 → 9		3 ← 7		5 → 9		9 ← 10	
1 → 10		3 ← 8		5 ← 10		9 → 11	
1 → 11		3 ← 9		5 → 11		10 → 11	
2 → 3		3 ← 10		6 ← 7			
2 → 4		3 ← 11		6 ← 8			
2 ← 5		4 ← 5		6 ← 9			
2 → 6		4 → 6		6 ← 10			
2 ← 7		4 ← 7		6 ← 11			

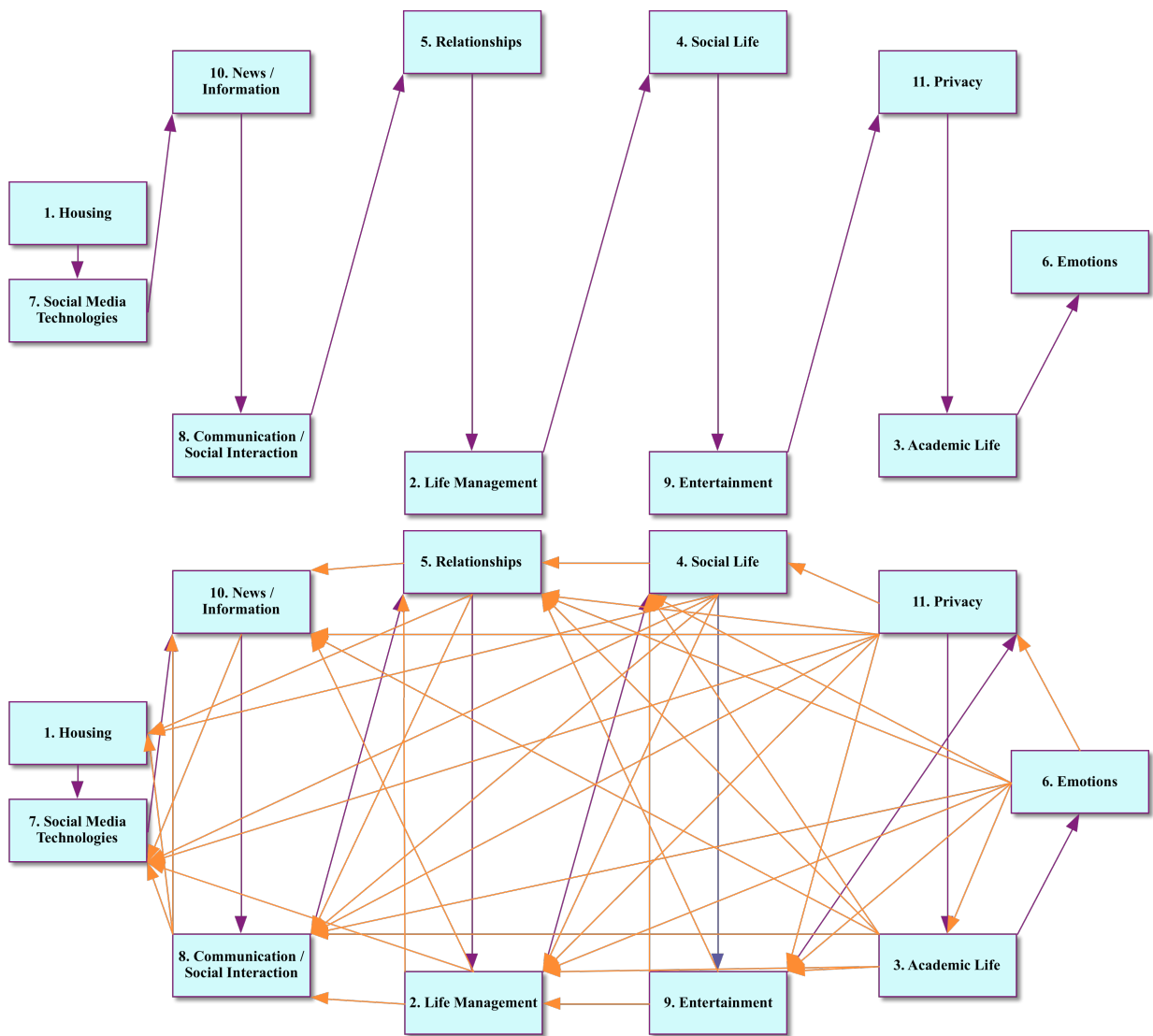
100% Conflicts Affinity Relationship Table							
Affinity Pair Relationship			Affinity Pair Relationship			Affinity Pair Relationship	
1 ← 2			2 → 8			4 → 8	
1 ← 3			2 ← 9			4 ← 9	
1 ← 4			2 → 10			4 → 10	
1 ← 5			2 ← 11			4 ← 11	
1 ← 6			3 → 4			5 ← 6	
1 ← 7			3 → 5			5 → 7	
1 ← 8			3 ← 6			5 → 8	
1 ← 9			3 → 7			5 ← 9	
1 ← 10			3 → 8			5 → 10	
1 ← 11			3 → 9			5 ← 11	
2 ← 3			3 → 10			6 → 7	
2 ← 4			3 → 11			6 → 8	
2 → 5			4 → 5			6 → 9	
2 ← 6			4 ← 6			6 → 10	
2 → 7			4 → 7			6 → 11	

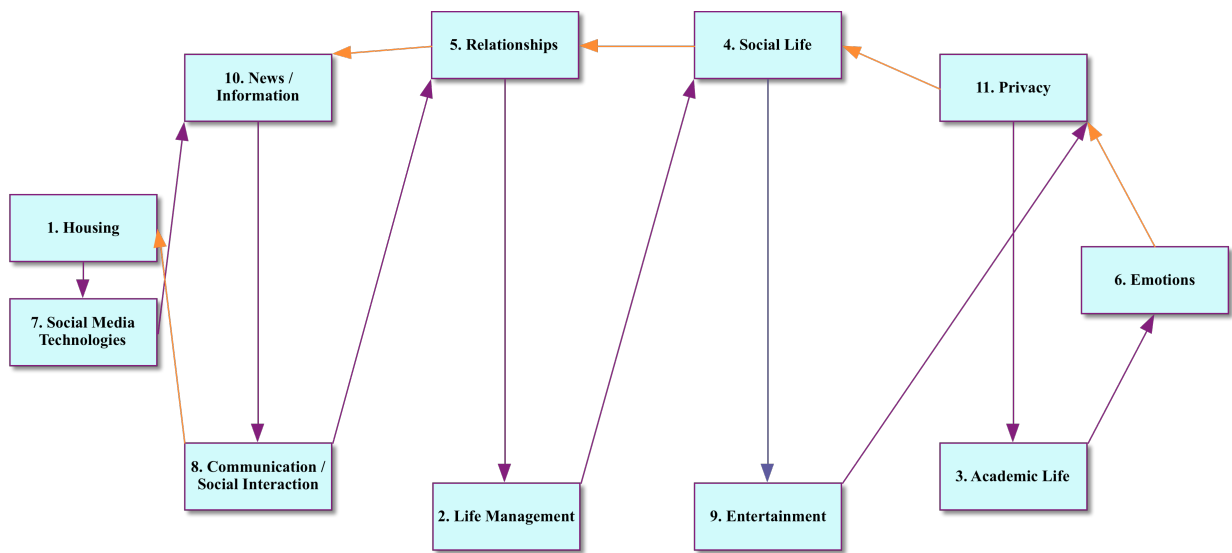
Tabular IRD														
	1	2	3	4	5	6	7	8	9	10	11	OUT	IN	Δ
1		↑	↑	↑	↑	↑	↑	↑	↑	↑	↑	10	0	10
2	←		↑	↑	←	↑	←	←	↑	←	↑	5	5	0
3	←	←		←	←	↑	←	←	←	←	←	1	9	-8
4	←	←	↑		←	↑	←	←	↑	←	↑	4	6	-2
5	←	↑	↑	↑		↑	←	←	↑	←	↑	6	4	2
6	←	←	←	←	←		←	←	←	←	←	0	10	-10
7	←	↑	↑	↑	↑	↑		↑	↑	↑	↑	9	1	8
8	←	↑	↑	↑	↑	↑	←		↑	←	↑	7	3	4
9	←	←	↑	←	←	↑	←	←		←	↑	3	7	-4
10	←	↑	↑	↑	↑	↑	←	↑	↑		↑	8	2	6
11	←	←	↑	←	←	↑	←	←	←	←		2	8	-6
Total												55	55	0

Tabular IRD – Sorted in Descending Order of Δ														
	1	2	3	4	5	6	7	8	9	10	11	OUT	IN	Δ
1		↑	↑	↑	↑	↑	↑	↑	↑	↑	↑	10	0	10
7	←	↑	↑	↑	↑	↑		↑	↑	↑	↑	9	1	8
10	←	↑	↑	↑	↑	↑	←	↑	↑		↑	8	2	6
8	←	↑	↑	↑	↑	↑	←		↑	←	↑	7	3	4
5	←	↑	↑	↑		↑	←	←	↑	←	↑	6	4	2
2	←		↑	↑	←	↑	←	←	↑	←	↑	5	5	0
4	←	←	↑		←	↑	←	←	↑	←	↑	4	6	-2
9	←	←	↑	←	←	↑	←	←		←	↑	3	7	-4
11	←	←	↑	←	←	↑	←	←	←	←		2	8	-6
3	←	←		←	←	↑	←	←	←	←	←	1	9	-8
6	←	←	←	←	←		←	←	←	←	←	0	10	-10
Total												55	55	0

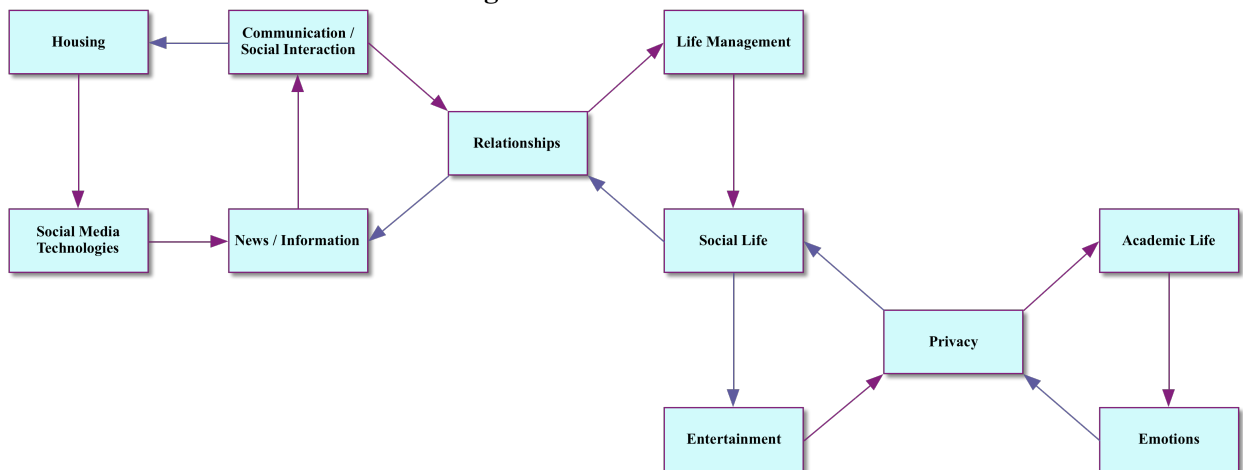
Tentative SID Assignments	
1	Primary Driver
7	Secondary Driver
10	Secondary Driver
8	Secondary Driver
5	Secondary Driver
2	Neutral
4	Neutral
9	Secondary Outcome
11	Secondary Outcome
3	Secondary Outcome
6	Primary Outcome







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